DOCUMENT RESUME

ED 344 385 EC 301 114

AUTHOR Schlosser, Grace; Millar, Garnet
TITLE Special Education Professional Development and Training in Alberta: A Status Report.
INSTITUTION Alberta Dept. of Education, Edmonton. Education Response Centre.
REPORT NO ISBN-0-7732-0584-5
PUB DATE Jun 91
NOTE 161p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Continuing Education; Course Content; *Disabilities; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Mainstreaming; Needs Assessment; Paraprofessional School Personnel; Postsecondary Education; Preservice Teacher Education; *Regular and Special Education Relationship; Social Integration; *Special Education; Staff Development
IDENTIFIERS Alberta

ABSTRACT

This report documents the status of professional development and training for school personnel who work with students with disabilities in Alberta (Canada). A comprehensive review of postsecondary programs and courses was undertaken to determine required and optional courses containing special education content. Advocacy groups/associations were contacted to determine inservice planned for their membership. Among findings concerning programs and courses at Alberta universities and colleges were the following: most university students trained to teach in regular classes have little or no preparation in special education; university courses that have special education content do not emphasize integration practices for the regular classroom teacher; and college students in the rehabilitation services or teacher assistant programs receive more special education content than do most practicing classroom teachers. Other findings indicated that few associations/advocacy groups provide regular professional development for their members and the public; that there is a need for more and ongoing training for paraprofessionals; that practicing teachers prefer the workshop format for professional development; and that high priority topics for professional development are teaching strategies and integration of exceptional students into regular programs. Appendices provide descriptions of special education courses at 16 Alberta colleges as well as the sample survey instrument. (DB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC

ED344385

# SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING IN ALBERTA: A STATUS REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Wolotko
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## "Preparing Teachers and Aides to Work With Students With Varying Abilities"

ERC
Alberta Education Response Centre

Professional Development and Training Unit

June, 1991

EC 301114

BEST COPY AVAILABLE

# Special Education Professional Development and Training in Alberta: A Status Report

ALBERTA EDUCATION
EDUCATION RESPONSE CENTRE

1991

**Alberta Education Cataloguing in Publication Data**

Alberta. Alberta Education Response Centre.
Special education professional development and training in Alberta : a status report.

ISBN 0-7732-0584-5

1. Special education teachers -- Training of -- Alberta.
I. Title.

LC3969.A333 1991 371.9043

Copyright © 1991, the Crown in Right of Alberta, as represented by the Minister of Education.
Alberta Education, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2.
Permission is hereby given by the copyright owner for any person to reproduce these materials or any part thereof for educational purposes and on a non-profit basis.

# CONTENTS


| | | pages |
|---|---|---|
| List of Tables | | ii |
| Acknowledgements | | iii |
| Summary | | iv |
| Introduction | | vi |
| Section 1: | Special Education Programs and Courses in Alberta's Post-Secondary Institutions: A Directory and Status Report | 1 |
| Section 2: | Continuing Education | 77 |
| Section 3: | Professional Development and Training Through Advocacy Groups and Associations | 81 |
| Section 4: | Related Studies - FrancophoneTeachers; Paraprofessionals | 83 |
| Section 5: | Survey Results of Professional Development and Training Needs for Educators of Exceptional Students | 87 |


## APPENDICES

### Descriptions of Special Education Courses


| | |
|---|---|
| Appendix A - University of Athabasca | A1 |
| Appendix B - University of Alberta | B1-B6 |
| Appendix C - University of Calgary | C1-C5 |
| Appendix D - University of Lethbridge | D1-D2 |
| Appendix E - Grande Prairie Regional College | E1-E2 |
| Appendix F - Grant MacEwan Community College | F1-F6 |
| Appendix G - Keyano College | G1 |
| Appendix H - Lakeland College | H1-H3 |
| Appendix I - Lethbridge Community College | I1-I4 |
| Appendix J - Medicine Hat College | J1 |
| Appendix K - Mount Royal College | K1-K3 |
| Appendix L - Red Deer College | L1-L2 |
| Appendix M - Canadian Union College | M1 |
| Appendix N - Concordia College | N1 |
| Appendix O - The King's College | O1 |
| Appendix P - Alberta Vocational College | P1-P2 |
| Appendix Q - Sample Letter Sent to Associations/Advocacy Groups | Q1 |
| Appendix R - Sample of Survey Instrument | R1-R4 |

# LIST OF TABLES


| | | pages |
|---|---|---|
| Table 1. | Alberta's Post-Secondary Institutions | 2 |
| Table 2. | Post-Secondary Institutions by Programs Pertaining to Special Education | 3 |
| Table 3. | Number of Available Special Education Courses in Various Programs | 4 |
| Table 4. | Comparison of the Number of Required Courses in Special Education at the B.Ed. Program Level at Alberta Universities | 5 |
| Table 5. | Preparation of the Classroom Teacher: The University of Alberta | 12 |
| Table 6. | Programs and Required and Optional Courses That Pertain to Special Education: The University of Alberta | 16 |
| Table 7. | Preparation of the Classroom Teacher: The University of Calgary | 21 |
| Table 8. | Programs and Required and Optional Courses That Pertain to Special Education: The University of Calgary | 24 |
| Table 9. | Preparation of the Classroom Teacher: The University of Lethbridge | 29 |
| Table 10. | Programs and Required and Optional Courses That Pertain to Special Education: The University of Lethbridge. | 31 |
| Table 11. | Preparation of the Teaching Assistant: Grande Prairie Regional College | 33 |
| Table 12. | Programs and Required and Optional Courses That Pertain to Special Education: Grande Prairie Regional College | 34 |
| Table 13. | Preparation of the Teaching Assistant: Grant MacEwan Community College | 39 |
| Table 14. | Programs and Required and Optional Courses That Pertain to Special Education: Grant MacEwan Community College. | 39 |
| Table 15. | Preparation of the Teaching Assistant: Lakeland College | 46 |
| Table 16. | Programs and Required and Optional Courses That Pertain to Special Education: Lakeland College | 46 |
| Table 17. | Preparation of the Teacher Assistant: Lethbridge Community College | 49 |
| Table 18. | Programs and Required and Optional Courses That Pertain to Special Education: Lethbridge Community College. | 50 |
| Table 19. | Preparation of the Teaching Assistant and Classroom Teacher: Medicine Hat College | 53 |
| Table 20. | Programs and Required and Optional Courses That Pertain to Special Education: Medicine Hat College | 53 |
| Table 21. | Preparation of the Teaching Assistant: Mount Royal College | 56 |
| Table 22. | Programs and Required and Optional Courses That Pertain to Special Education: Mount Royal College | 57 |
| Table 23. | Preparation of the Teaching Assistant: Red Deer College | 60 |
| Table 24. | Programs and Required and Optional Courses That Pertain to Special Education: Red Deer College | 60 |
| Table 25. | Preparation of the Teacher: Canadian Union College | 65 |
| Table 26. | Programs and Required and Optional Courses That Pertain to Special Education: Canadian Union College | 65 |
| Table 27. | Preparation of the Classroom Teacher: The King's College | 69 |
| Table 28. | Programs and Required and Optional Courses That Pertain to Special Education: The King's College | 69 |
| Table 29. | Preparation of the Teaching Assistant: Alberta Vocational Colleges | 73 |
| Table 30. | Programs and Required and Optional Courses That Pertain to Special Education: Alberta Vocational Colleges | 73 |

# ACKNOWLEDGEMENTS

Alberta Education expresses its appreciation to the following individuals who assisted in the development and production of this document.

**Contributors:** Content included in this document is based on research by Grace Schlosser, Ilana Knisely, and Garnet Millar.

**Writers:** Grace Schlosser
Garnet Millar

**Desktop Publishing:** Sandra Mukai
Ilana Knisely

**Editor:** Anita Jenkins

This document was prepared by the Education Response Centre, Alberta Education, under the direction of:

Harvey Finnestad, Director
Rick Morrow, Deputy Director
Garnet Millar, Coordinator

# SUMMARY

This report documents the status of professional development and training for school personnel who work with students with varying abilities. A comprehensive review of post-secondary programs and courses was undertaken with the view of determining required and optional courses containing special education content. Advocacy groups/associations were contacted to determine inservice planned for their membership. Other recent Alberta Education studies on the professional development and training of francophone teachers and paraprofessionals were also included. A survey was conducted to obtain information on the inservice needs of practising educators in Alberta schools.

The following are some highlights of the findings:

I. **Analyses of Programs and Courses at Alberta Universities/Colleges**

- Most Alberta university students trained to teach in regular classrooms have little preparation in special education. No course in special education is required except at the University of Calgary where one half course is mandatory for university students in all Bachelor of Education program routes.
- University courses that have special education content do not appear to emphasize integration practices for the regular classroom teacher.
- College students with a Rehabilitation Services or Teacher Assistant diploma have more available information/content related to special education than do most practising classroom teachers.

As more and more students with varying abilities are placed in regular classrooms, teachers need to understand their needs and develop appropriate programs. Presently, teachers and teacher assistants are not prepared for this — **a potential crisis in the making!**

II. **Available Training Through Alberta Associations/Advocacy Groups**

- It appears that few associations/advocacy groups provide regular professional development for their members and the public.

III. **Other Related Alberta Education Studies**

- There is a need to provide professional development opportunities for francophone teachers, specifically training related to various ability groups.
- There is a need for more and on-going training for paraprofessionals.

IV. **Survey Results from Practising Educators**

- Many principals and most regular classroom teachers have no formal training in special education.

- Practising educators prefer the workshop format as opposed to other methods of professional development.
- Topics in order of preference by all educators which should be addressed in future professional development and training sessions are:
  - Special education teaching strategies (78%)
  - Integration of exceptional students into the regular program (73%)
  - Assessment techniques (68%)
  - Behaviour management techniques (67%)
  - Enrichment ideas (64%)

# INTRODUCTION

The professional development and training of individuals to work with exceptional students in Alberta schools is an extremely important responsibility of government. This report documents the current state of professional development and training for special education personnel — i.e., those individuals who work with students who manifest varying abilities. Central office staff of school jurisdictions, school principals, teachers, and teacher assistants all need to understand the challenges exceptional students pose to schooling, and must know how to design and implement programs and services to meet such diverse needs. Exceptional students are defined as individuals who require a different program or an adaptation/modification of the regular school program.

## STATEMENT OF INTENT

This document attempts to gather information to answer the following questions:

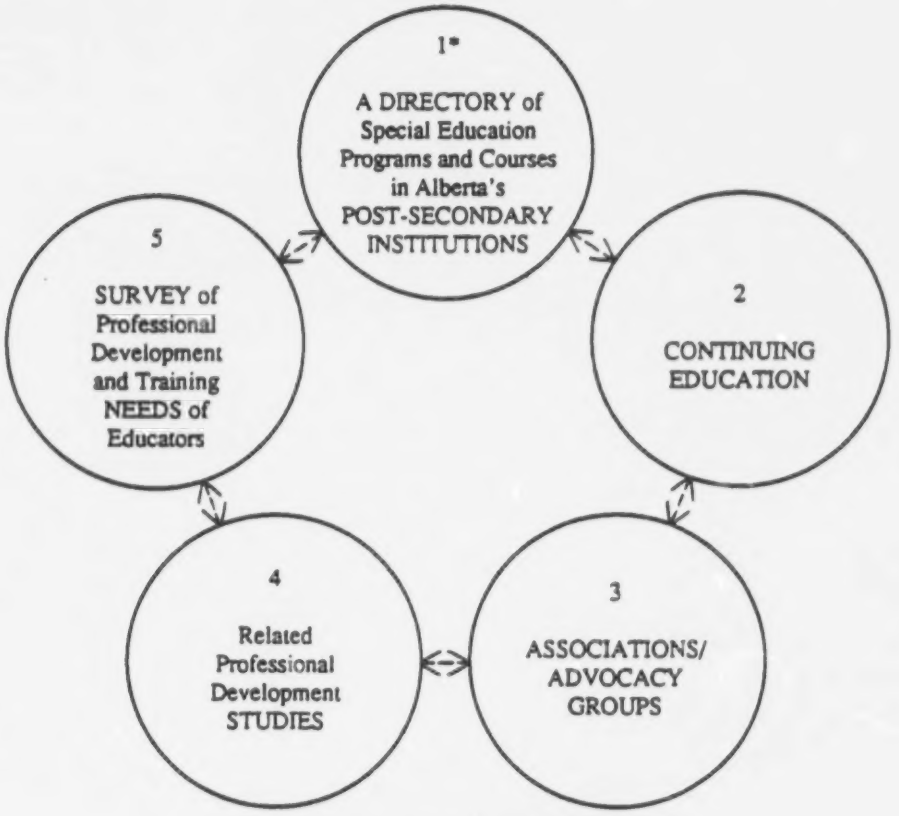
- What professional development and training in special education is currently available for teachers and teacher assistants at **post-secondary institutions**?
- What professional development and training do **associations/special interest groups** provide for their membership and the general public?
- What other **recent related studies/surveys** relate to the provision of professional development and training in special education for school personnel?
- What are the professional development and training **needs** in special education of **practising educators** (central office personnel, principals, teachers - regular and special education)?

- In what ways can the Education Response Centre **provide** professional development and training **opportunities** for all educators who work with students with varying abilities?

The model depicted in Figure 1 illustrates the major components of this report.

*Figure 1*

Key Components of the Status Report on Professional Development and Training in Special Education in Alberta

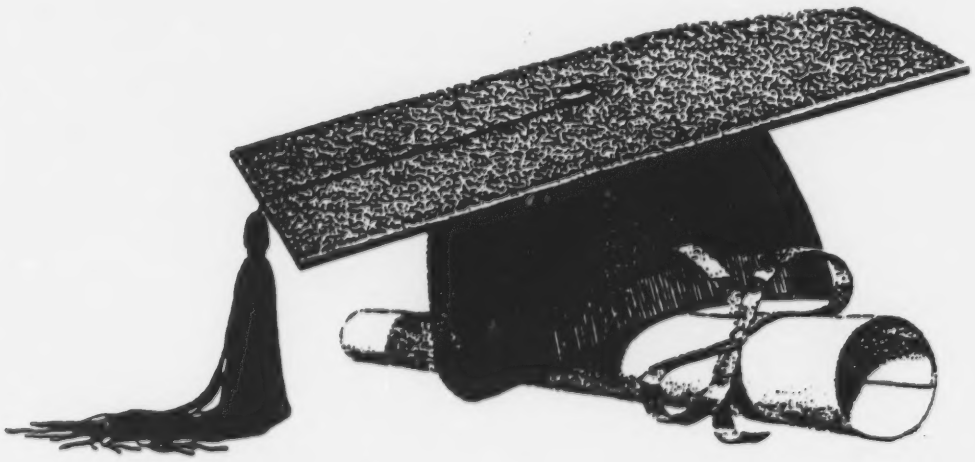



* Denotes sections in the document.

# 1

# SPECIAL EDUCATION PROGRAMS AND COURSES IN ALBERTA'S POST-SECONDARY INSTITUTIONS:

## A Directory and Status Report



**What professional development and training in special education is currently available for teachers and teacher assistants at post-secondary institutions?**

The Professional Development and Training Unit of the Education Response Centre (ERC) began to assemble a directory of programs and courses pertaining to Special Education in December 1990. In an effort to compile lists of the available courses for classroom teachers or teacher assistants in their training, the current calendars of all the universities and colleges in Alberta were examined. A complete list of these educational institutions is found in Table 1.

## *ALBERTA'S POST-SECONDARY INSTITUTIONS*

**EDMONTON**

1. Alberta Vocational Centre
2. Concordia College
3. Grant MacEwan Community College
4. The King's College
5. Northern Alberta Institute of Technology
6. St. Joseph's College
8. University of Alberta

**CALGARY**

1. Alberta College of Art
2. Alberta Vocational Centre
3. Mount Royal College
4. Southern Alberta Institute of Technology
5. University of Calgary

Taken from:

*It's About Time*. Alberta Career Development and Employment, 1989

*Table 1*

Alberta's Post-Secondary Institutions*

Universities

***Athabasca University***
The Banff Centre for Continuing Education
***The University of Alberta***
***The University of Calgary***
***The University of Lethbridge***

Public Colleges

Alberta College
Alberta College of Art
Fairview College
***Grande Prairie Regional College***
***Grant MacEwan Community College***
***Keyano College***
***Lakeland College***
***Lethbridge Community College***
***Medicine Hat College***
***Mount Royal College***
Olds College
***Red Deer College***

Affiliated Private Colleges and Private Degree Granting Colleges

***Camrose Lutheran College***
***Canadian Union College***
***Concordia College***
***The King's College***
St. Joseph's College
St. Stephen's College

Alberta Vocational Colleges (AVC)

***AVC Lac La Biche***
***AVC Lesser Slave Lake***
***AVC Edmonton***
***AVC Calgary***

Technical Institutes

Northern Alberta Institute of Technology
Southern Alberta Institute of Technology

* Bold type indicates institutions that offer programs or courses in special education.

Draft copies of the lists of programs used in the training of paraprofessionals and the applicable course descriptions were sent or delivered to the colleges where the information was approved or revised for accuracy. Representatives of all the universities were contacted in person and their special education courses were discussed. In an effort to confirm the accuracy of the work, staff at several colleges were also contacted in person and by telephone.

The format of the package for each university or college was:

1. a mandate statement which outlined the programs or a mission statement
2. listing of programs pertaining to special education and their requirements
3. a chart showing the required and optional courses with special education content
4. course descriptions for all the courses shown in the chart.

All the information is contained in the following section for each of the post-secondary institutions. Table 2 demonstrates the special education training programs for teachers and teacher assistants available in the educational institutions of Alberta. Table 3 indicates how many courses with special education content are available in each of the programs offered. Table 4 summarizes the number of required courses at the three major universities in Alberta. Information on the requirements for each program is included with each individual college description.

*Table 2*

Post-Secondary Institutions by Programs Pertaining to Special Education

| POST-SECONDARY INSTITUTION | PROGRAMS | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Doctoral | Masters | Diploma (Sp. Ed.) | B.Ed. (Sp. Ed.) | B.Ed. | | University Transfer | Rehab. Services - Diploma | E.C.S./Ed. - Diploma | Child & Youth Care - Diploma | E.C.S./Ed. - Cert. | E.C. Admin. - Cert. | Interpreter Training - Cert. | Rehab. Services - Cert. | Teacher Aide - Cert. |
| Athabasca University | | | | | | | | | | | | | | | |
| The University of Alberta | * | * | * | * | * | | | | | | | | | | |
| The University of Calgary | * | * | * | * | * | | | | | | | | | | |
| The University of Lethbridge | | * | * | * | * | | | | | | | | | | |
| Grande Prairie Regional College | | | | | | | * | * | * | | | | | | |
| Grant MacEwan Community College | | | | | | | * | * | * | * | | * | * | | * |
| Keyano College | | | | | | | * | | | | * | | | | |
| Lakeland College | | | | | | | * | * | | | * | | | | |
| Lethbridge Community College | | | | | | | | * | | * | * | | | | |
| Medicine Hat College | | | | | | | * | | | | * | | | | |
| Mount Royal College | | | | | | | * | * | * | * | * | | | * | |
| Red Deer College | | | | | | | * | * | * | | * | | | | * |
| Camrose Lutheran College | | | | | | | * | | | | | | | | |
| Canadian Union College | | | | | | * | | | | | | | | | |
| Concordia College | | | | | | | * | | | | | | | | |
| The King's College | | | | | | | * | | | | | | | | |
| Alberta Vocational Colleges | | | | | | | * | | | | * | | | * | |

*Table 3*

Number of Available Special Education Courses in Various Programs*

| POST-SECONDARY INSTITUTION | PROGRAMS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Undergraduate Courses | Graduate Courses | | University Transfer | Rehab. Services - Diploma | E.C.D./Ed. - Diploma | Child & Youth Care - Diploma | E.C.D./Ed. - Cert. | E.C. Admin. - Cert. | Interpreter Training - Cert. | Rehab. Services - Cert. | Teacher Aide - Cert. |
| Athabasca University | | | | 2 | | | | | | | | |
| The University of Alberta | 18 | 42 | | | | | | | | | | |
| The University of Calgary | 38 | 26 | | | | | | | | | | |
| The University of Lethbridge | 15 | | | | | | | | | | | |
| Grande Prairie Regional College | | | | 0 | 14 | 1 | | | | | | |
| Grant MacEwan Community College | | | | 1 | 21 | 7 | 8 | | 1 | 17 | | 2 |
| Keyano College | | | | 0 | | | | 1 | | | | |
| Lakeland College | | | | 0 | 18 | | | 1 | | | | |
| Lethbridge Community College | | | | | 17 | | 11 | 2 | | | | |
| Medicine Hat College | | | | 5 | | | | 1 | | | | |
| Mount Royal College | | | | 0 | 12 | 1 | 9 | 0 | | | 5 | |
| Red Deer College | | | | 3 | 8 | 2 | | 1 | | | | 4 |
| Camrose Lutheran College | | | | 0 | | | | | | | | |
| Canadian Union College | 3 | | | | | | | | | | | |
| Concordia College | | | | 1 | | | | | | | | |
| The King's College | | | | 2 | | | | | | | | |
| Alberta Vocational Colleges | | | | 0 | | 0 | | | | | 9 | |
| Totals | 74 | 68 | | 14 | 90 | 11 | 28 | 6 | 1 | 17 | 14 | 6 |

* The courses above are numbers only. They do not necessarily equate in terms of hours of instruction or level of difficulty.

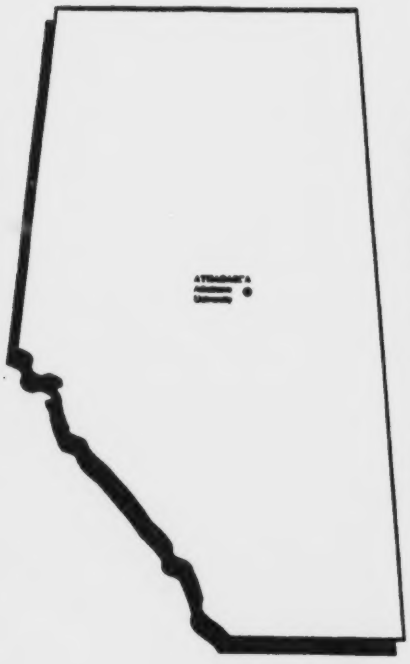
*Table 4*

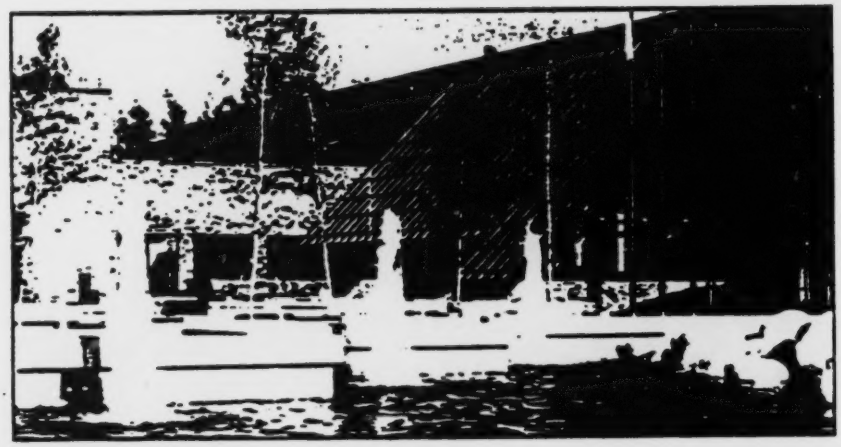
Comparison of the Number of Required Courses in Special Education at the B.Ed. Program Level at Alberta Universities

| | University of Alberta | University of Calgary | University of Lethbridge |
|---|---|---|---|
| B.Ed. | 0 | 1 | 0 |
| B.Ed. with Special Education Minor | 4-6 | | 4 |
| B.Ed. with Special Education Major | | 12-13 | |

Note: These are half (or 3-credit) courses.

# ATHABASCA UNIVERSITY





## MANDATE

Athabasca University offers four degree programs and five certificate programs in home study courses. Courses can be transferred to other universities, including programs in education, nursing and social work. By completing specified courses, students may obtain qualifications recognized by Accounting associations.

## REQUIREMENTS FOR SPECIAL EDUCATION

| TRANSFER PROGRAM |
| --- |
| Transfer of home study courses to Faculty of Education of a receiving institution. |

"Before registering in Athabasca University courses, students should contact the receiving institution to determine which courses are acceptable in their intended program. Enrolment in a transfer program at Athabasca University does not guarantee subsequent admission to the receiving university." (Athabasca University 1990-91 Calendar, Page 49.)

No specific program for a B.Ed. in Special Education is given.

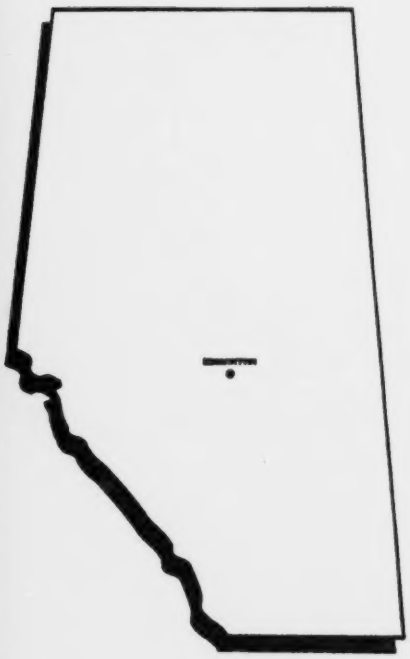
Programs and Required and Optional Courses That Pertain to Special Education

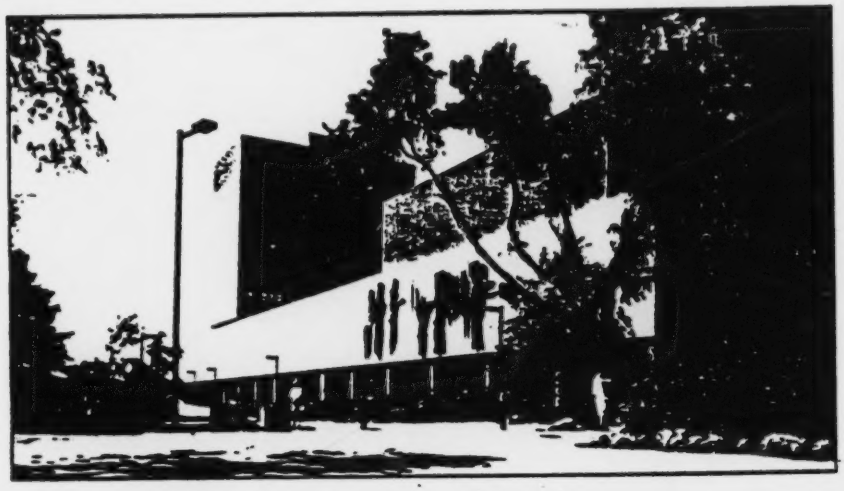
| Key | * - Required<br>O - Optional |
|---|---|

| | | Transfer Program for B.Ed. |
|---|---|---|
| PSYC 389 | An Introduction to Learning Disabilities | O |
| PSYC 400 | Teaching and Managing the Learning Disabled Child | O |

Descriptions of these courses are found in Appendix A.

# THE UNIVERSITY OF ALBERTA





## DESCRIPTION

Alberta's oldest and largest university offers the widest range of professional and degree programs in the province.

## REQUIREMENTS FOR SPECIAL EDUCATION

### I. B.Ed. PROGRAM

<table>
<tr><th colspan="5">Four-year B.Ed. (120 c.w.)</th><th colspan="3">Special Programs</th></tr>
<tr><th>A. Elementary</th><th>B. Secondary</th><th>C. Industrial Arts</th><th>D. Vocational</th><th>E. Post-Secondary/ Adult</th><th>F.G.Combined</th><th>H. For Certified Teachers</th><th>I. Holders of Appr. Deg.</th></tr>
<tr><td>0</td><td>0</td><td>1 course (3 c.w.)</td><td rowspan="3">0</td><td rowspan="3">0</td><td rowspan="3">0</td><td rowspan="3">0</td><td rowspan="3">0</td></tr>
<tr><td>Special Ed. Distrib. Minor</td><td colspan="2">Secondary Special Education Minor</td></tr>
<tr><td>6 courses (17 c.w.)</td><td colspan="2">4 courses (12 c.w.)</td></tr>
</table>

## B.Ed. DEGREE

The B.Ed. degree consists of 120 course weights (c.w.). Courses with Special Education content are marked with an asterisk *.

### A. Elementary Route

The program has several components:

1. Forty-eight course weights must be chosen from outside the Faculty of Education, twelve of which must be senior courses and 27 must be chosen from courses categorized according to the seven elements: I - Art/Literature, II - Mathematics, III - Social Studies, IV - Natural Sciences, V - Fine Arts, VI - Canadian Studies and VII - Physical Education.
2. The basic Education component, which consists of courses from three departments: Educational Foundations, Educational Psychology and Educational Administration.
3. Curriculum and Instruction Courses pertaining to the seven subject areas.
4. Field experience and practicums.
5. Approved Minors are: Canadian Studies, Community Education, Computer Applications, Early Childhood Education, Education and Self-Knowledge, Education through the Arts, English as a Second Language, **Individual Differences and Individualization,** Intercultural Education, Language Arts, Learning Resources, Moral Education, Movement, Music, Reading, Second Languages, **Special Education** and Visual Arts.

Special Education (Distributed Minor): Requirements

*First year:*

| | |
|---|---|
| ED ES 132 | Non-education from 7 elements - 21 c.w. |
| * EDPSY 151 | * EDPSY 155 |
| ED PR 151 | EDFDN 201 |

*Second year:*

| | |
|---|---|
| ED EL 215 | EDPSY 163 |
| * EDPSY 255 | * EDPSY 257 |

4 c.w. selected from ED EL 200, 205, 220, 225, 230, 235
Non-education (Element VI) - 6 c.w.
EDFDN 201 or Non-Education - 3 c.w.

*Third year:*

10 c.w. selected from ED EL 200, 205, 215, 220, 225, 230, 235

| | |
|---|---|
| ED EL 315 | ED PR 310 |
| ED EL 306 | ED PR 328 |
| * EDPSY 359 | * EDPSY 361 |

*Fourth year:*

Education options - 6 c.w.
EDFDN - 3 c.w. EDADM 401
Senior ED option selected from EDFDN/EDPSY 493, 495
Non-education - 15 c.w.
Non-required option - 3 c.w.

**B. Secondary Route**

Majors

Six full-course equivalents (36 c.w.) for a major are required in one of the following areas: Art, Biological Science, Business Education, Drama, English, General Sciences, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Physical Sciences, Social Studies.

Minors

Students will choose a minor from the subject areas above and require three full courses (18 c.w.) in the area. Minors that are not specific subject-related include Religious and Moral Education, Educational Media and **Secondary Special Education.**

General Program Outline:

*First year:*

| | |
|---|---|
| ED ES 132 | ED PR 151 |
| EDPSY 163 | EDFDN 201 |
| Major - 12 c.w. | Minor - 6 c.w. |
| Option - 3 c.w. | |

*Second year:*

| | |
|---|---|
| Major - 12 c.w. | Minor - 6 c.w. |
| General studies - 9 c.w. | Option - 3 c.w. |

*Third year:*

| | |
|---|---|
| Major - 6 c.w. | Minor - 6 c.w. |
| Option - 3 c.w. | ED option - 3 c.w. |
| EDSEC 200 | EDFDN 371 |
| EDFDN (3xx) - 3 c.w. | ED PR 353 |

*Fourth year:*

| | |
|---|---|
| EDSEC (major) - 3 c.w. | ED PR 354 |
| EDSEC (major) - 3 c.w. | Major - 6 c.w. |
| ED PR 370 | EDADM 401 |
| Option - 3 c.w. | Senior ED requirement - 3 c.w. |

Program for Secondary Special Education

EDPSY *341, 329, *207, *309 and ED ES 348 plus a 3 c.w. *option.

## C. Industrial Arts Route

The Industrial Arts Education Program provides teacher preparation with a specialization in teaching industry and its application to various crafts and technologies. Minor courses are taken in the subject areas offered in the secondary schools, or they may be taken in one of three non-teaching minors including Intercultural Education, **Secondary Special Education**, or Educational Media.

General Program

*First year:*

| | |
|---|---|
| EDPSY 163 | EDFDN 201 |
| ENGL | EDACT 274 |
| ENGL | Social Science |
| Science | Social Science |
| Science | ED PR 151 |

*Second year:*

EDACT 211, 213, 233, 235, 237, 391

| | |
|---|---|
| *EDPSY 341 | EDFDN 3xx |
| ED PR 351 | EDPSY 371 |

*Third year:*

EDACT 395, 412, 457, 416, 436, 438, 477

| | | |
|---|---|---|
| EDADM 401 | Minor | Minor |

*Fourth year:*

| | | |
|---|---|---|
| EDACT 485, 497 | Minor | Minor |
| Option | Option | ED PR 357. 358, 359 |
| One of EDFDN/EDPSY 493/495 | | |

Minor in Secondary Special Education

| | |
|---|---|
| *EDPSY 341 | *EDACT 391 |
| *EDPSY 207 | *ED PR (in special education setting) |

Two of: EDPSY 329, 411, 419, 475, EDFDN 463, ED ES 348, EDSEC 440, PSYCO 341, 358, SOC 224, 377, FAM 431, *PESS 240

## D. Vocational Education Route

No special education requirements.

**E. Postsecondary/Adult Education**

No special education requirements.

**F. Combined B.Ed/B.Sc. Degree Program**

No special education requirements.

**G. Combined B.P.E./B.Ed. Degree Program**

No special education requirements.

**H. B.Ed. Program for Certified Teachers**

No special education requirements.

**I. B.Ed. Programs for Holders of Approved Degrees (B.Ed./Ad.)**

No special education requirements.

Table 5 indicates the number of required special education courses for the B.Ed. degree according to specific routes.

*Table 5*

Preparation of the Classroom Teacher: The University of Alberta

| B.Ed Programs | Number of Half Courses in Special Education |
|---|---|
| B.Ed. Elementary Route | 0 |
| B.Ed. Elementary Route<br>Special Ed. Distributed Minor | 6 |
| B.Ed. Secondary Route | 0 |
| B.Ed. Secondary Route<br>Special Education Minor | 4 |
| B.Ed. Industrial Arts Route | 1 |
| B.Ed. Industrial Arts Route<br>Secondary Special Education Minor | 4 |
| B.Ed. Vocational Route | 0 |
| B.Ed. Post-Secondary/Adult Route | 0 |
| Combined Degree<br>B.Ed./B.Sc. B.P.E./B.Ed. | 0 |
| B.Ed. for Certified Teachers | 0 |
| B.Ed. for Holders of Approved Degrees | 0 |

## II. ADVANCED STUDY IN EDUCATION

| B. Diploma Level | | | | |
|---|---|---|---|---|
| 1. Diploma in General Spec. Educ. | | 2. Diploma in Severe Disabilities | 3. Diploma in Hear. Impaired | 4. Diploma in E.C.E./Spec. Educ. |
| Diploma A | Diploma B | | | |
| 10 courses (30 c.w.) | 10 courses (30 c.w.) | 10 courses (30 c.w.) | 15 courses (45 c.w.) | Variable depending on background 3 courses (12 c.w.) |

### A. B.Ed. for Holders of Approved Degrees Who Also Hold the Alberta Professional Certificate

No special education requirements.

### B. Diploma of the Faculty of Education

1. Diplomas in Special Education

Programs at the diploma level are in general Special Education, the Severe Disabilities Program, the Hearing Impaired Program and the joint Early Childhood/Special Education program. There are two diplomas available in general Special Education. Diploma A is designed for experienced teachers with a B.Ed. who lack preparation equivalent to the University of Alberta's minor in Special Education or Atypical Adolescents. Diploma B is designed for students with the B.Ed. minor or equivalent in Special Education or Atypical Adolescents.

*Diploma A*

Required courses (Ten 3 credit courses)
* EDPSY 548 or 341 *EDPSY 556
Two of the following pairs of courses:
*EDPSY 549 and 550
*EDPSY 551 and 552
*EDPSY 554 and 555
Four elective 3 c.w. courses from *Special Education offerings or other graduate courses.

*Diploma B*

Required courses (Ten 3 credit courses)
* EDPSY 556
Electives: Five 3 c.w. *Special Education graduate courses
Four 3 c.w. other graduate courses (including special education)

2. Diploma in Severe Disabilities Program

Required courses: Ten 3 c.w. including two teaching experiences

*Recommended courses: EDPSY 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587

3. Diploma in Teaching Hearing Impaired Students

Four 3 c.w. *courses in general introduction and introduction to language and audiology
Four 3 c.w. *courses in oral and manual communication
Seven 3 c.w. *courses in curriculum, language and social psychology practicum placements

*Recommended courses: EDPSY 449, 564, 565, 566, 567, 569, 570, 571
SPA 280, 481

4. Diploma in Early Childhood/Special Education

The program consists of thirty credits: one 6 credit core seminar and eight 3 credit courses which vary according to the background of the applicant.

A student with an E.C.E. background but little or no background in special education will take the following courses:

* Core Seminar
* EDPSY 556 * EDPSY 589
EDCI 503 EDCI 504
Three (3) credits required minimum from curriculum areas: EDCI 424/529/530
EDCI 429/531
EDCI 430/532
EDCI 327/317

Options: 3 to 6 c.w.
Family Studies 343/649, 442
EDPSY 469/509

A student with a B.Ed. in Special Education but having little or no background in E.C.E. would take the following program:

* Core Seminar
* EDPSY 556 * EDPSY 589
EDCI 503 EDCI 504
Practicum EDCI 404 (Prerequisite)
Three (3) credits minimum from curriculum areas: EDCI 424/529/530
EDCI 429/531
EDCI 430/532

Options: 3 to 6 c.w.
Family Studies 343/649, 350/442
EDPSY 469/509
EDFDN 341
SOC 371/ANTHRO 307

## C. Graduate Degree Programs

| Master Level | | | Doctoral Level |
|---|---|---|---|
| 1. Master in Spec. Educ. | 2. Master Educ. of Severe Disabilities | 3. Master Educ. of Hearing Impaired | 4. Ph.D. Special Education |
| 1 - 6 c.w. course<br>8 - 3 c.w. courses<br>Thesis | 5 - 6 courses<br>4 - 3 c.w. courses (Dept. core)<br>Thesis | Diploma requirements<br>4 - 3 c.w. courses (Dept. core) | 8 - 3 c.w. courses<br>1 - 6 c.w. course<br>Dissertation |

Graduate work may lead to degrees of Master of Education, Doctor of Education, and Doctor of Philosophy. Candidates choose an area of concentration corresponding to the specialization of a particular department as follows:

Department of Educational Administration
Department of Elementary Education
Department of Adult, Career and Technology Education
Department of Secondary Education
Department of Educational Psychology:
- Counselling psychology
- Educational psychology
- School psychology
- Special education

Special Education Graduate Program

Master of Education programs are available in general Special Education, the Severe Disabilities and the Hearing Impaired programs. The Ph.D. is offered only in the general area of Special Education.

1. *Master of Education Program in Special Education*

   Required courses: EDPSY 500, 501, 509, 510, 556, 557, 558, 560
   Thesis
   Electives: Five 3 c.w. graduate courses, one of which must be in Special Education

2. *Master of Education Program in the Severe Disabilities Program*

   8-month residency requirement
   Ten single-term specialized courses and two clinical teaching experiences (the courses needed for the diploma as described above plus EDPSY 502)
   Four courses in Educational Psychology (the Departmental Core)
   Thesis

3. *Master of Education Program in Teaching Hearing Impaired Students*

   All the requirements for the diploma, plus four 3 credit courses (the Departmental core)

4. *Doctoral Program in Special Education*

Programs are individually prescribed for the Ph.D.

Required: EDPSY 640
Dissertation

Electives: A minimum of eight 3 c.w. courses selected by the student and the supervisory committee

Table 6 lists the special education courses. Descriptions of all these courses are found in Appendix B.

*Table 6*

Programs and Required and Optional Courses
That Pertain to Special Education: The University of Alberta

Key • Required
R Recommended

| | | C.W. | Elementary Route: B.Ed. | Elementary Route: Sp. Ed. Dist. Minor | Secondary Route: B.Ed. | Secondary Route: Sec. Sp. Ed. Minor | Industrial Arts Route: B.Ed. | Industrial Arts Route: Sec. Sp. Ed. Minor | General Special Education: Diploma A | General Special Education: Diploma B | Diploma in Severe Disabilities | Diploma in Hearing Impaired | Diploma in E.C.E./Sp. Ed. | Master | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDERGRADUATE COURSES | | | | | | | | | | | | | | | |
| EDACT 391 | Multiple Activity Laboratory I | 3 | | | | | | • | | | | | | | |
| ED EL 413 | Speech Problems: Role of the Classroom Teacher | 3 | | | | | | | | | | | | | |
| EDPSY 151 | Introduction to Exceptional Children | 3 | | • | | | | | | | | | | | |
| EDPSY 155 | Developmental and Learning Characteristics of Exceptional Children | 3 | | • | | | | | | | | | | | |
| EDPSY 207 | Classroom Management of Atypical Adolescents | 3 | | | | • | | • | | | | | | | |
| EDPSY 255 | Psychoeducational Diagnosis and Assessment of Exceptional Children | 3 | | • | | | | | | | | | | | |
| EDPSY 257 | Behavioural Management of Exceptional Children | 3 | | • | | | | | | | | | | | |
| EDPSY 309 | Individualizing Instruction for Atypical Adolescents | 3 | | | | • | | | | | | | | | |
| EDPSY 341 | Psychology of Exceptional Children and Youth | 3 | | | | • | • | • | • | | | | | | |
| EDPSY 343 | Education of Exceptional Children and Youth | 3 | | | | | | | | | | | | | |
| EDPSY 359 | Instructional Materials and Programming Methods for Special Education | 2 | | • | | | | | | | | | | | |
| EDPSY 361 | Seminar and Clinical Practicum: Exceptional Children | 3 | | • | | | | | | | | | | | |
| EDPSY 449 | Deafness: An Introduction and Survey | 4 | | | | | | | | | | • | | | |
| PESS 240 | Adapted Physical Education | 3 | | | | | | R | | | | | | | |
| PESS 345 | Practicum in Physical Education for the Mentally Handicapped | 3 | | | | | | | | | | | | | |
| PESS 346 | Practicum in Physical Education for the Physically Awkward | 3 | | | | | | | | | | | | | |
| SPA 280 | Language Development | 3 | | | | | | | | | | • | | | |
| SPA 481 | Audiology for Educators of the Hearing Impaired | 6 | | | | | | | | | | x | | | |

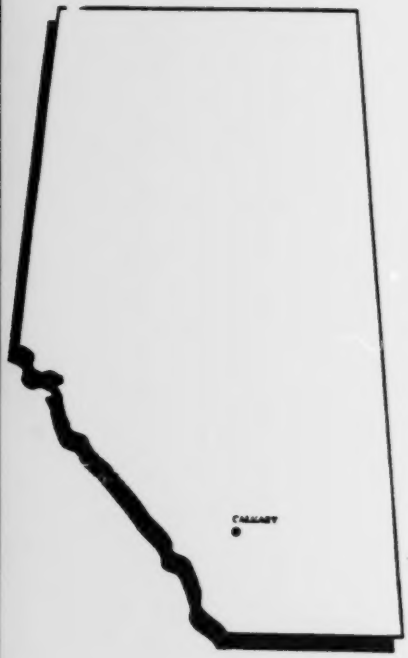
*continued on next page*

*Table 6 (cont.)*

Key • Required
R Recommended
Var Variable

| | | C.W. | Elem. Route: B.Ed. | Elem. Route: Sp. Ed. Dist. Minor | Second. Route: B.Ed. | Second. Route: Sec. Spe Ed. Minor | Industrial Arts Route: B.Ed. | Industrial Arts Route: Sec. Sp. Ed. Minor | General Special Education: Diploma A | General Special Education: Diploma B | Diploma in Severe Disabilities | Diploma in Hearing Impaired | Diploma in E.C.E./Sp. Ed. | Master | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADUATE COURSES | | | | | | | | | | | | | | | |
| EDPSY 544 | Principles of Psychological Testing and Assessment | 3 | | | | | | | | | | | | | |
| EDPSY 545 | Individual Psychological Assessment | 6 | | | | | | | | | | | | | |
| EDPSY 546 | Preschool Assessment Strategies | 3 | | | | | | | | | | | | | |
| EDPSY 548 | Psychology of Exceptional Children | 3 | | | | | | | • | | | | | | |
| EDPSY 549 | Advanced Course in Psychoeducational Diagnosis | 3 | | | | | | | • | | | | | | |
| EDPSY 550 | Educational Programming from Psychoed. Data | 3 | | | | | | • | • | | | • | • | | |
| EDPSY 551 | Instructional Design in Special Education | 3 | | | • | | | | • | | | | • | | |
| EDPSY 552 | Seminar and Practicum: Instructional Design in Sp.Ed. | 3 | | | | | | | • | | | | | | |
| EDPSY 553 | Practicum in Special Education | Var. | | | | | | | | | | | | | |
| EDPSY 554 | Behaviour Management for Exceptional Individuals | 3 | | | | | | | • | | | | | | |
| EDPSY 555 | Seminar and Practicum in Behavioural Management | 3 | | | | | | | • | | | | | | |
| EDPSY 556 | Problems and Issues in Special Education: High Incidence Groups and Service Delivery | 3 | | | | | | | • | • | | | • | • | |
| EDPSY 557 | Probs. and Issues in Sp. Ed.: Research and Prof. Prac. | 3 | | | | | | | | | | | | • | |
| EDPSY 558 | Develop. and Learn. of Except. Children and Adults | 3 | | | | | | | | | | | | • | |
| EDPSY 559 | Theory and Research in Mental Retardation | 6 | | | | | | | | | | | | | |
| EDPSY 560 | Seminar on Research in Special Education | 6 | | | | | | | | | | | | • | |
| EDPSY 561 | Behaviour Disorders of Childhood and Adolescence | 3 | | | | | | | | | | | | | |
| EDPSY 564 | Oral Communication in the Instruct. of H.I. Students | 3 | | | | | | | | | | • | | | |
| EDPSY 565 | Manual Communication in the Instruct. of H.I. Students | 3 | | | | | | | | | | • | | | |
| EDPSY 566 | Cur. Design and Instructional Strat. for H.I. Students | 3 | | | | | | | | | | • | | | |
| EDPSY 567 | Social Psychology of Hearing Impairment | 3 | | | | | | | | | | • | | | |
| EDPSY 569 | Lang. Development and Remediation with H.I. Students | 3 | | | | | | | | | | • | | | |
| EDPSY 570 | Practicum in Education of Hearing Impaired Students | Var. | | | | | | | | | | • | | | |
| EDPSY 571 | Internship in Education of the H.I. Students | Var. | | | | | | | | | | • | | | |
| EDPSY 577 | Severe Disabilities: Orientation | 3 | | | | | | | | | • | | | | |
| EDPSY 578 | Severe Disabilities: Behaviour Management | 3 | | | | | | | | | • | | | | |
| EDPSY 579 | Severe Disabilities: Assessment and Curriculum | 3 | | | | | | | | | • | | | | |
| EDPSY 580 | Severe Disabilities: Instruction | 3 | | | | | | | | | • | | | | |
| EDPSY 581 | Severe Disabilities: Sensory Deficits | 3 | | | | | | | | | • | | | | |
| EDPSY 582 | Severe Disabilities: Communications | 3 | | | | | | | | | • | | | | |
| EDPSY 583 | Severe Disabilities: Introductory Practicum | 3 | | | | | | | | | • | | | | |
| EDPSY 584 | Severe Disabilities: Physical Aspects | 3 | | | | | | | | | • | | | | |
| EDPSY 585 | Severe Disabilities: Issues | 3 | | | | | | | | | • | | | | |
| EDPSY 586 | Severe Disabilities: Vocational and Life Skills | 3 | | | | | | | | | • | | | | |
| EDPSY 587 | Severe Disabilities: Advanced Practicum | 3 | | | | | | | | | • | | | | |
| EDPSY 589 | Early Intervention Programs | 3 | | | | | | | | | | | • | | |
| EDPSY 592 | Psychology and Education of Gifted Children | 3 | | | | | | | | | | | | | |
| EDPSY 597 | Special Seminars | Var. | | | | | | | | | | | | | |
| ED EL 508 | Diag. and Remediation of Read. and Writing Probs. I | 3 | | | | | | | | | | | | | |
| ED EL 509 | Diag. and Remediation of Read. and Writing Probs. II | 3 | | | | | | | | | | | | | |
| ED EL 513 | Speech and Oral Language Disorders - Elementary | 3 | | | | | | | | | | | | | |
| EDPSY 640 | Special Education | 6 | | | | | | | | | | | | | • |

# THE UNIVERSITY OF CALGARY



## DESCRIPTION

The University of Calgary is a co-educational, non-denominational, government-supported institution possessing the right of conferring degrees within the province of Alberta.

## REQUIREMENTS FOR SPECIAL EDUCATION

### I. B.Ed. PROGRAM

For entrance to the regular four-year Bachelor of Education degree programs applicants must first complete one full year in the Faculty of General Studies with a grade-point average of at least 2.5 and complete the courses Teacher Education and Supervision 231/233 achieving a grade of "C" or above. In addition to demonstrating their competence in English, students must submit references and personal statements of interest in teaching and their relevant experiences.

The several programs of study offered by the Faculty of Education which pertain to Special Education are listed and the required and optional courses with Special Education content for each of these programs are indicated. Course weights are shown by a (Q) for a quarter course, (H) for a half course and a (F) for a full course.

<table>
<tr><th colspan="5">Four-year B.Ed. programs</th><th colspan="2">Special Programs</th></tr>
<tr><td colspan="5">First year enrolled in the Faculty of General Studies</td><td></td><td></td></tr>
<tr><td>A. Early Childhood Ed.</td><td colspan="2">B. Elementary</td><td>C. Secondary</td><td>D. B.Ed. Rehab.</td><td>E.Combined Deg. Programs</td><td>F. B.Ed. After Degree</td></tr>
<tr><td rowspan="3">1 Full course<br>1 half course</td><td colspan="2">1 half course</td><td rowspan="3">1 half course</td><td rowspan="3">7 half courses<br>3 full courses</td><td rowspan="3">1 half course</td><td>1. Early Child.<br>1 half course</td></tr>
<tr><td>1. Sp. Ed.</td><td>2. Sp. Ed.</td><td>2. Elementary<br>1 half course</td></tr>
<tr><td>General<br>6 F.C.E.</td><td>Severe Handi.<br>6 F.C.E.</td><td>3. Secondary<br>1 half course</td></tr>
</table>

F.C.E. - full course equivalents

### A. B.Ed. Early Childhood Education Route

One half course, EDPS 341 (H), and one full course, EDPS 424 (F), are required.

### B. Elementary B.Ed. Route

EDPS 321 (H) is a required course for all Elementary Route students.

Candidates must select a major field of study from a list of ten choices including Special Education. Students use their fourth year option courses to complete the requirements for a Special Education major. The courses needed for the two possible programs are as follows:

1. Special Education General (12 half courses)
    1. EDPS 221, 223
    2. EDPS 525 and any one of 527, 545, 547
    3. EDPS 423, 431
    4. EDPS 575, 597
    5. Two of EDPS 415, 417, 419, 433, 527, 547, 569, 573, EDCI 517, PHED 465, 569
    6. EDPS 599, 541

2. Special Education Severe Handicap (8 half courses and 2 full courses)
    1. EDPS 221, 223
    2. EDPS 205, PHED 465*
    3. EDPS 525, 575
    4. EDPS 571, 569*
    5. EDPS 574 (F)
    6. EDPS 576 (F)

    * Alternate courses: EDPS 573, SOWK 555.12, EDPS 570, 572, 578, PSYC 359, 559

### C. Secondary B.Ed. Route

EDPS 321 (H)

**D. B.Ed. Rehabilitation Education (Non-Certification)**

*First year:*

Enrolled in Faculty of General Studies
EDPS 205/305 (H)

*Second year:*

EDPS 431 (H)

*Third year:*

EDPS 525 (H)
One of EDPS 571 (H), 527 (H), or PHED 569 (H)
PSYC 359 (H)/Senior Rehabilitation option
Two of EDPS 570 (F), 572 (F), or 576 (F)

*Fourth year:*

EDPS 574 (F)
EDPS 575 (H)
One of EDPS 569, SOWK 555.12 (H)
Optional: EDPS 573 (H)

**E. Combined Degree Programs**

B.Ed./B.A. for Secondary English
B.Ed./B.Sc. for Secondary Science or Mathematics
B.Ed./B.A. for Secondary Social Studies (Religious Studies and Applied Ethics Concentration)
B.Ed./B.A. or B.Ed./B.Sc. for Secondary Social Studies
B.Ed./B.A. for Elementary

These combined degree programs require EDPS 321 (H).

**F. B.Ed. Programs for Holders of Approved Degrees**

1. Early Childhood Route

   EDPS 424 (F)

2. Program for the Elementary Route

   EDPS 321 (H)

3. Program for the Secondary Route

   EDPS 321 (H)

Table 7 indicates the number of required special education courses for the B.Ed. degree according to specific routes.

*Table 7*

Preparation of the Classroom Teacher: The University of Calgary

| B.Ed Programs | Number of Half Courses in Special Education |
|---|---|
| B.Ed. Elementary Route | 1 |
| B.Ed. Early Childhood Education Route | 3 |
| B.Ed. Elementary - Special Education General | 12 |
| B.Ed. Elementary - Special Education Severe Handicaps | 12 |
| B.Ed. Secondary Route | 1 |
| B.Ed. Rehabilitation Education | 13 |
| Combined Degree Programs | 1 |
| B.Ed. Programmes for Holders of Approved Degrees | 1-2 |

## II. PROFESSIONAL DIPLOMA PROGRAMS IN EDUCATION (Dip.Ed.)

| Diploma Level 4 F.C.E. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Computer Applications | 2. Develop. Psychology | 3. General Educational Psychology | 4. Guidance | 5. Learning | 6. Rehab. | 7. Research Design & Analysis | 8. Special Education | 9. Visual Impairment | 10. Sp. Ed. with Focus on the Gifted |
| 1 F.C.E. | 0 | 0 | 0 | 0 | 4 F.C.E. | 0 | 4 F.C.E. | 4 F.C.E. | 4 F.C.E. |

F.C.E. - Full course equivalent

Admission requirements are: having an approved degree, an approved program of four full-course requirements and an interview with the Department Head. The Department of Educational Psychology offers diploma specializations in the following areas: educational psychology (general), developmental psychology, guidance, learning, research design and analysis, computer applications, special education, rehabilitation, and visual impairment.

The special education courses needed for each type of diploma as outlined in the sample programs given in the calendar are as follows:

1. **Computer Applications**

   EDPS 588 (F)

2. **Developmental Psychology**

   Optional courses: EDPS 525 (H), 527 (H), 697 (H)

3. **General Educational Psychology**

   No specific special education courses.

4. **Guidance**

No specific special education courses.

5. **Learning**

Optional: EDPS 697 (H)

6. **Rehabilitation**

EDPS/SOWK 305 (H)
EDPS 525 (H), 569 (H), 575 (H)
EDPS/SOWK 574 (H)
One of EDPS 570 (F), 571 (H), 572 (F)
Other possible courses: EDPS/SOWK 573, EDPS 576, EDPS 624, EDPS 630, EDPS/SOWK 676, SOWK 555.12, PHED 569

7. **Research Design and Analysis**

No specific special education courses.

8. **Special Education**

Prerequisites: EDPS 221 (H), 223 (H)
EDPS 431 (H), 423 (H), 525 (H)
One half course from: EDPS 527, 547, 655, 545
One full course from: EDPS 575, 597, 599, 624, 697
One full-course equivalent from: EDPS 415, 417, 419, 541 (H), 569 (H), 573 (H), 628, EDCI 517 (H), PHED 465 (H), 569 (H) [Those without letters are not special education content courses.]

One full practicum course

9. **Visual Impairment**

EDPS 670 (F), 533 (H), 675 (H), 677 (H), 679 (H)
EDPS/SOWK 574 (F) or another full-course equivalent

10. **Special Education with Focus on the Gifted and Talented via Teleconferencing**

EDPS 423 (H)
EDPS 541 (H)
EDPS 547 (H)
EDPS 575 (H)
EDPS 693.01 (H) Advanced Study of the Psychology of Giftedness
EDPS 693.03 (H) Counselling and Guidance Needs of Gifted Children
EDPS 693.xx (H) Systems and Models in Gifted Education (being developed)
EDPS 695.60 (H) Practicum in Gifted and Special Education

# III. GRADUATE DEGREE PROGRAMS

| 1. Master Level | | 2. Doctoral Level |
|---|---|---|
| M.Sc. 6 F.C.E./Thesis | M.Ed. (non-thesis) 8 F.C.E. | Ph.D. |
| 1 F.C.E. | 1 F.C.E. | 1 F.C.E. |

## GRADUATE WORK OFFERED BY THE FACULTY OF GRADUATE STUDIES

Graduate work leading to the Master of Education degree (M.Ed.), Master of Arts (M.A.), and to the Master of Science (M.Sc.) is offered in each of the following departments:

Department of Curriculum and Instruction
Department of Educational Policy and Administrative Studies
Department of Educational Psychology
Department of Teacher Education and Supervision

The Department of Educational Psychology offers graduate work leading to the M.Ed., M.Sc., and Ph.D. degrees in the following areas:

Clinical, School and Community
Computer Applications
Counselling
Developmental
Instruction and Learning
**Rehabilitation** - the assessment and treatment of children and adults with developmental and allied handicaps
**Special Education** - theory and practice in the identification, education and remediation of exceptional learners
Statistics and Measurement

### 1. The Master of Education Program

A minimum of six full-course equivalents at the graduate level plus a graduate level full course in Statistics and Research Design are required for a M.Sc. (with thesis). A M.Ed. (non-thesis) requires eight full-course equivalents and at least one half course in Statistics and Research Design.

EDPS 626 is required.

### 2. The Doctoral Program

The Ph.D. requirements are determined on an individual basis by consultations between the student and supervisor.

One course with special education content is required: EDPS 626.

Table 8 lists the special education courses. Descriptions of all these courses are found in Appendix C.

*Table 8*

Programs and Required and Optional Courses
That Pertain to Special Education: The University of Calgary

Key: • Required, O Optional, R Recommended

| | | C.W. | Early Childhood Education Route (B.Ed.) | Elementary Route (B.Ed.) | Elementary Special Education - General (B.Ed.) | Elementary Sp. Education - Severe Handicaps (B.Ed.) | Secondary Route (B.Ed.) | Combined Degrees (B.Ed.) | Rehabilitation Education (B.Ed.) | B.C.E. Route (B Ed. for Holders of Approved Degrees) | Elementary or Secondary Route (B Ed. for Holders of Approved Degrees) | Learning (Dip.Ed.) | Computer Applications (Dip.Ed.) | Developmental Psychology (Dip.Ed.) | Rehabilitation (Dip.Ed.) | Special Education (Dip.Ed.) | Visual Impairment (Dip.Ed.) | Gifted and Talented (Dip.Ed.) | Master | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNDERGRADUATE COURSES | | | | | | | | | | | | | | | | | | | | |
| EDCI 517 | Reading in Special Education | H | | | O | | | | | | | | | | | R | | | | |
| EDCI 522 | Corrective Instruction in the Lang. Arts | F | | | | | | | | | | | | | | | | | | |
| EDTS 549 | Topics in Special Education | Q | | | | | | | | | | | | | | | | | | |
| EDIS 549.57 | Giftedness: What the Experts Say | Q | | | | | | | | | | | | | | | | | | |
| EDPS/SOWK 205 | Approaches to Rehabilitation I | H | | | | • | | | • | | | | | | | | | | | |
| EDPS 221 | Except. Children in the School & Home | H | | | • | • | | | | | | | | | | | | | | |
| EDPS 223 | Structured Observ. of Except'l Children | H | | | • | • | | | | | | | | | | | | | | |
| EDPS/SOWK 305 | Approaches to Rehabilitation II | H | | | | | | | • | | | | | | R | | | | | |
| EDPS 321 | Sp. Ed. for Teachers in Regular Classroom | H | | • | | | • | • | | | • | | | | | | | | | |
| EDPS 341 | Assessing Needs of Young Children in Early Childhood Education | H | • | | | | | | | | | | | | | | | | | |
| EDPS 423 | Psychoeducational Assessment of Exceptional Children | H | | | • | | | | | | | | | | | R | | R | | |
| EDPS 424 | Young Children with Special Needs | F | • | | | | | | | • | | | | | | | | | | |
| EDPS 431 | Program Planning for Special Education | H | | | • | | | | • | | | | | | | R | | | | |
| EDPS 525 | Psychology of Exceptional Learners | H | | | • | • | | | • | | | | | R | R | R | | | | |
| EDPS 527 | Psychology & Education of Children with Emotional and Behavioural Problems | H | | | O | | | | O | | | | | R | | R | | | | |
| EDPS 533 | Survey of Educational, Social & Psychological Aspects of Visual Impairment | H | | | | | | | | | | | | | | | R | | | |
| EDPS 541 | Issues in Special Education | H | | | • | | | | | | | | | | | R | | R | | |
| EDPS 545 | Psychology and Education of Children with Learning Problems | H | | | O | | | | | | | | | | | R | | | | |
| EDPS 547 | Psychology and Education of Gifted and Talented Children | H | | | O | | | | | | | | | | | R | | R | | |
| EDPS 569 | Introduction to the Assessment and Treatment of Behavioural Disturbance in the Developmentally Handicapped | H | | | O | O | | | O | | | | | | R | R | | | | |

*Table 8 (cont.)*

Key • Required
O Optional
R Recommended

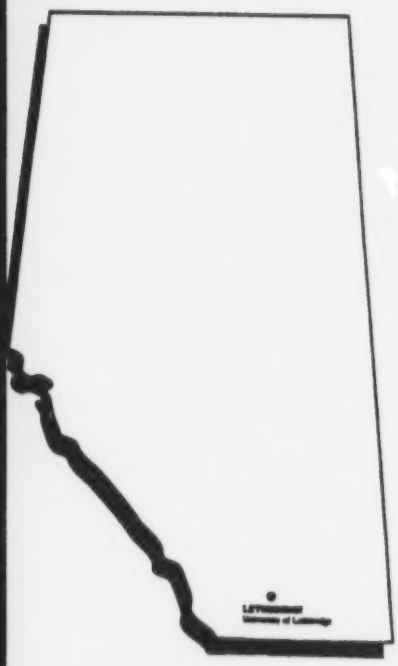
| | | c.w. | B.Ed. Early Childhood Education Route | B.Ed. Elementary Route | B.Ed. Elementary Special Education - General | B.Ed. Elementary Sp. Education - Severe Handicaps | B.Ed. Secondary Route | B.Ed. Combined Degrees | B.Ed. Rehabilitation Education | B.Ed. for Holders of Approved Degrees: B.C.H. Route | B.Ed. for Holders of Approved Degrees: Elementary or Secondary Route | Dip.Ed. Learning | Dip.Ed. Computer Applications | Dip.Ed. Developmental Psychology | Dip.Ed. Rehabilitation | Dip.Ed. Special Education | Dip.Ed. Visual Impairment | Dip.Ed. Gifted and Talented | Master | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EDPS 570 | Practicum in Vocational Rehabilitation | F | | | | O | | | O | | | | | | R | | | | | |
| EDPS 571 | Specific Methodologies for Dependent Handicapped Students | H | | | | • | | | O | | | | | | R | | | | | |
| EDPS 572 | Practicum in Home Living Rehabilitation | F | | | | O | | | O | | | | | | R | | | | | |
| EDPS/SOWK 573 | The Law & the Developmentally Handi. | H | | | O | O | | | O | | | | | | | R | | | | |
| EDPS/SOWK 574 | Multidisciplinary Approaches to Rehab. Practice | F | | | | • | | | • | | | | | | R | | R | | | |
| EDPS 575 | Prog. Planning for Exceptional Students | H | | | • | • | | | • | | | | | | R | R | | R | | |
| EDPS 576 | Teach. Approaches with the Dependent Handicapped Student | F | | | | • | | | O | | | | | | | | | | | |
| EDPS 588 | Applications of Computers in Education | F | | | | | | | | | | | R | | | | | | | |
| EDPS 597 | Planning and Implementing Programmes for Small Group Instruction | H | | | • | | | | | | | | | | | R | | | | |
| EDPS 599 | Planning and Implementing Programmes for Special Class Instruction | H | | | • | | | | | | | | | | | R | | | | |
| PHED 465 | Special Physical Education for Developmentally Handicapped Children | H | | | O | O | | | | | | | | | | R | | | | |
| PHED 467 | Adapted Physical Activities | H | | | | | | | | | | | | | | R | | | | |
| PHED 469 | Recreation for the Disabled | H | | | | | | | | | | | | | | | | | | |
| PHED 569 | Rehab. through Recreational Activities | H | | | O | | | | O | | | | | | | R | | | | |
| PSYC 359 | Atypical Development I | H | | | | O | | | | | | | | | | | | | | |
| PSYC 559 | Atypical Development II | H | | | | O | | | | | | | | | | | | | | |
| SOWK 555 | Social Work Intervention | H | | | | | | | | | | | | | | | | | | |
| SOWK 555.12 | Rehab. Counsel. with Clients & Families | H | | | | O | | | O | | | | | | | | | | | |
| GRADUATE COURSES | | | | | | | | | | | | | | | | | | | | |
| EDCI 620 | Clinical Study of Remedial Reading | F | | | | | | | | | | | | | | | | | | |
| EDPS 624 | Practicum in the Remediation & Training of the Developmentally Handicapped | F | | | | | | | | | | | | | | R | | | | |
| EDPS 626 | New Developments in Special Education | F | | | | | | | | | | | | | | | | | • | • |
| EDPS/SOWK 627 | Research Developments: Social and Behavioural Rehabilitation | H | | | | | | | | | | | | | | | | | | |
| EDPS/SOWK 629 | The Rehab. Team in Program Planning | H | | | | | | | | | | | | | | | | | | |
| EDPS 630 | Advanced Study of Behavioural Disturb. in the Developmentally Handicapped | F | | | | | | | | | | | | | | | | | | |

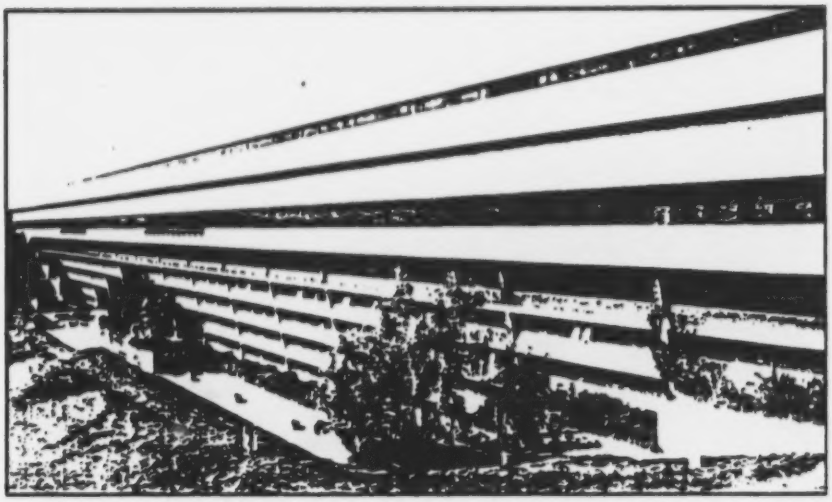
*Table 8 (cont.)*

Key * Required
O Optional
R Recommended

| | | c.w. | Early Childhood Education Route | Elementary Route | Elementary Special Education - General | Elementary Sp. Education - Severe Handicaps | Secondary Route | Combined Degrees | Rehabilitation Education | B.Ed. | B.Ed. for Holders of E.C.E. Route | Elementary or Secondary Route Approved Degrees | Dip.Ed. Learning | Computer Applications | Developmental Psychology | Rehabilitation | Special Education | Visual Impairment | Gifted and Talented | Master | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EDPS 642 | Psychology & Remediation of Behaviour Disorders: Children and Adolescents | F | | | | | | | | | | | | | | | | | | | | |
| EDPS 648 | Psychopathology, Assess. & Remediation of Interpersonal and Behaviour Disorders | F | | | | | | | | | | | | | | | | | | | | |
| EDPS 655 | Advanced Study of the Psychology of Learning Problems | H | | | | | | | | | | | | | | | R | | | | | |
| EDPS 670 | Practicum in Education of Visually Impaired Persons | F | | | | | | | | | | | | | | | | R | | | | |
| EDPS 675 | Practicum in Basic Orientation & Mobility for Visually Impaired Persons | H | | | | | | | | | | | | | | | | R | | | | |
| EDPS/SOWK 676 | Design & Eval. of Rehab. Programs | F | | | | | | | | | | | | | | | | | | | | |
| EDPS 677 | Practicum in Communication Skills and Visual Impairment | H | | | | | | | | | | | | | | | | R | | | | |
| EDPS 679 | Practicum in Education of Visually Impaired Persons | H | | | | | | | | | | | | | | | | R | | | | |
| EDPS 691 | The Remediation of Learning Difficulties | H | | | | | | | | | | | | | | | | | | | | |
| EDPS 693 | Graduate Seminar: Selected Problems II | H | | | | | | | | | | | | | | | | | | | | |
| EDPS 693.01 | Advanced Psychology of the Gifted | H | | | | | | | | | | | | | | | | | R | | | |
| EDPS 693.02 | Research Developments in Gifted Ed. | H | | | | | | | | | | | | | | | | | | | | |
| EDPS 693.03 | Counselling and Guidance Needs of Gifted Students | H | | | | | | | | | | | | | | | | | R | | | |
| EDPS 693.xx | Systems and Models in Gifted Education | H | | | | | | | | | | | | | | | | | R | | | |
| EDPS 695 | Graduate Practicum II: Special Areas | H | | | | | | | | | | | | | | | | | | | | |
| EDPS 695.60 | Practicum in Gifted & Special Education | H | | | | | | | | | | | | | | | | | R | | | |
| EDPS 697 | Theory and Supervised Practicum in Behaviour Modification | H | | | | | | | | | | | R | | R | | R | | | | | |
| EDPS 699 | Theory and Supervised Practicum in Behaviour Modification II | H | | | | | | | | | | | | | | | | | | | | |
| SOWK 655 | Specialized Studies in Soc. Work Practice | H | | | | | | | | | | | | | | | | | | | | |
| SOWK 655.02 | Psychosocial Implications of Handicap. Conditions and Chronic Illness | H | | | | | | | | | | | | | | | | | | | | |

# THE UNIVERSITY OF LETHBRIDGE



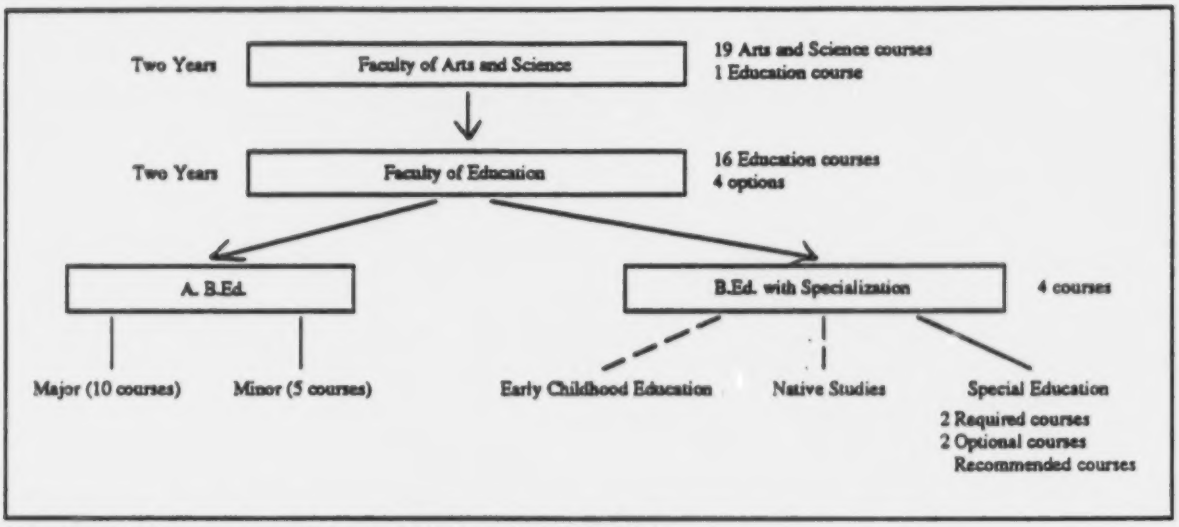


## MANDATE

The University of Lethbridge offers undergraduate degrees in arts and science, education, management, fine arts, music and nursing. Students may also enroll in one of sixteen professional transfer programs in fields such as dentistry, medicine, law and agriculture. The University of Lethbridge is a leader in Canadian native education, with both a four-year degree and a two-year certificate program.

## REQUIREMENTS FOR SPECIAL EDUCATION

### I. B.Ed. PROGRAM*




* Combined degree programs are available. An additional year of study is required.

The Faculty of Education is in the process of revising the Bachelor of Education Program.

**A. Bachelor of Education (B.Ed.)**

The B.Ed. comprises:

(1) Two years of study in the Faculty of Arts and Science, including a minimum of 19 non-Education courses and Education 2500
(2) Two years of study in the Faculty of Education.

During the four years students are required to take no fewer than 16 courses in Education, no fewer than 20 courses in Arts and Science, and no fewer than four other electives of which two may be chosen from courses offered by the schools.

**B. B.Ed. After Teacher Training**

**C. B.Ed. After Approved Degree**

**D. Combined B.A./B.Ed., B.Sc./B.Ed., B.Mus./B.Ed.**
These are five year programs with three initial years in the Faculty of Arts and Science and two final years in Education.

**Major Requirements**

Students must choose a major to represent the curricular area in which they wish to teach. A major comprises of ten Arts and Science courses. They may elect to complete a second major to complete a minor. A minor consists of four Arts and Science courses.

**Specialization Requirements**

Students may choose specialization in Early Childhood, Native Studies or **Special Education**. The specialization comprises four required Education courses, normally completed in the fourth or fifth year of the student's program.

Special Education

A. *Required Courses:*

Education 4401
Education 4614 or Education 4520 (in Special Education placement)

B. *Options:*

One of Education 4402 or 4403
One of Education 4404 or 4441

C. *Recommended Courses:*

Education 4400, 4401, 4402, 4403, 4404, 4405, 4407, 4408, 4440, 4441, 4442

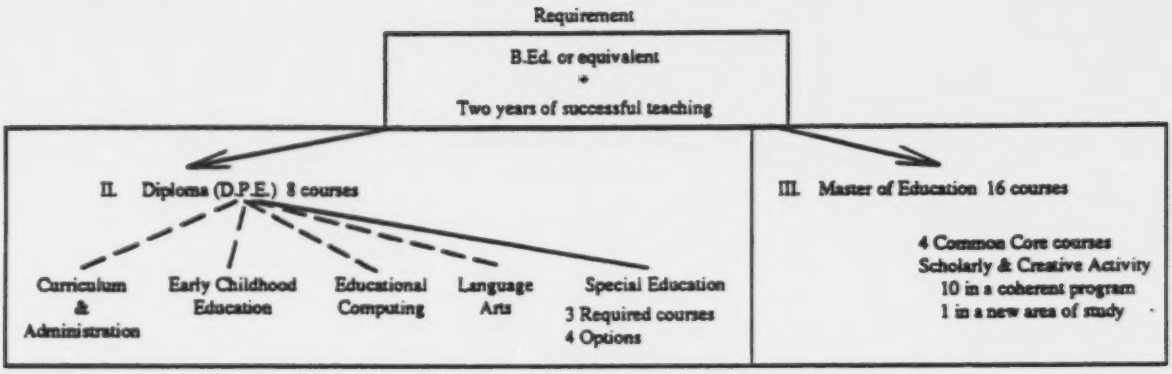
Table 9 indicates the number of required special education courses for the B.Ed. degree according to specific routes.

*Table 9*

Preparation of the Classroom Teacher: The University of Lethbridge

| B.Ed Programs | Number of Courses in special Education |
|---|---|
| B.Ed. | 0 |
| B.Ed. - Specialization in Special Education | 4 |

**After Degree Programs**




## II. DIPLOMA PROGRAMS IN EDUCATION (D.P.E.)

The D.P.E. is available to students who have completed the requirements of the B.Ed. program or equivalent and who have demonstrated effectiveness in teaching (minimum two years).

Candidates are expected to design an eight-course program that includes a concentration of four or more Education courses in the following areas:

Curriculum and Administration
Early Childhood Education
Educational Computing
Language Arts
**Special Education**

Special Education

A. *Required Courses*

Education 4401
One of Education 4402, 4403 or 4404
Education 4960

B. *Options*

Four from Education 4350, 4400, 4402, 4403, 4404, 4405, 4407, 4408, 4431, 4440, 4441, 4442, 4961

## III. MASTER OF EDUCATION

This program consists of the equivalent of 16 courses of study including a common core and optional courses as follows:

### A. Common Core

Education 5200, 5300. 5400 and 5500
A Scholarly and Creative Activity with field-based component which can be met in one of the following ways:

1. One course project (Education 6000)
2. Project/creative work (Education 6001, 6002, 6003, 6004)
3. Thesis (Education 6011, 6012, 6013, 6014)

### B. Optional Corses

One course in a new area of study, serving as an "academic stimulator."
Ten courses planned and approved as a coherent program of studies
- at least five must be Education courses at 5000 level
- at least two courses from outside the Faculty of Education at 3000 level or above.

Table 10 lists the special education courses. Descriptions of these courses are found in Appendix D.

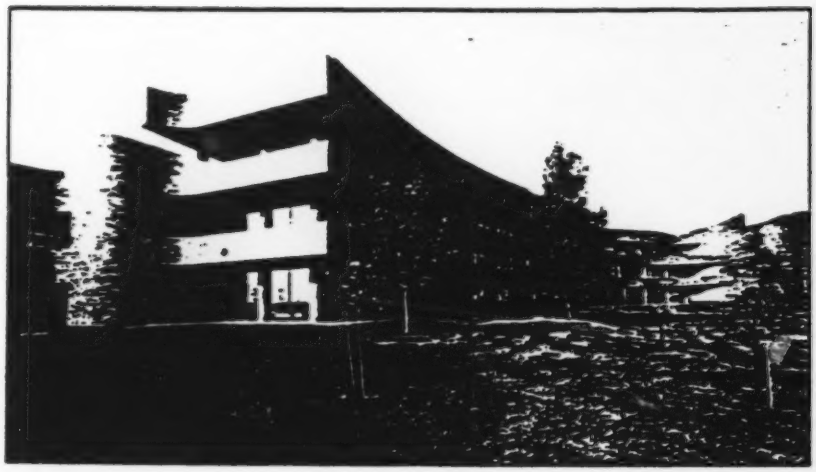
*Table 10*

Programs and Required and Optional Courses
That Pertain to Special Education: The University of Lethbridge

Key * - Required
R - Recommended
O - 4 of Options O

| | | c.w. | B.Ed. | B.Ed. Specialization in Special Education | D.P.E. in Special Education | Master |
|---|---|---|---|---|---|---|
| EDUCATION 4263 | Corrective Reading | 3 | | | | |
| EDUCATION 4264 | Remedial Reading | 3 | | | | |
| EDUCATION 4400 | Advanced Study of Psychological Foundations for Teachers | 3 | | R | O | |
| EDUCATION 4401 | Psychology and Education of Atypical Students in the Regular Classroom | 3 | | R<br>* | <br>* | |
| EDUCATION 4402 | Psychology and Education of Children with Behavioural Disorders | 3 | | R<br>* or 4403 | O<br>* or 4403/4 | |
| EDUCATION 4403 | Psychology and Education of Children with Developmental Disabilities | 3 | | R<br>* or 4402 | O<br>* or 4402/4 | |
| EDUCATION 4404 | Psychology and Education of Children with Specific Learning Disorders | 3 | | R<br>* or 4441 | O<br>* or 4402/3 | |
| EDUCATION 4405 | Psych. and Educ. of Children with Special Intellectual and Creative Abilities | 3 | | R | O | |
| EDUCATION 4407 | Assessment of Ability for Individualized Educational Programming | 3 | | R | O | |
| EDUCATION 4408 | Precision Teaching: An Applied Educational Psychology | 3 | | R | O | |
| EDUCATION 4440 | Culturally Different Students | 3 | | R | O | |
| EDUCATION 4441 | The Socially Disadvantaged Child | 3 | | * or 4404 | O | |
| EDUCATION 4442 | Speech and Hearing Problems | 3 | | R | O | |
| EDUCATION 4614 | Specialized Practicum - Special Education | 6 | | * or 4520 | | |
| PHYS ED 4630 | Physical Education and Recreation for Special Populations | 3 | | | | |

# GRANDE PRAIRIE REGIONAL COLLEGE



## DESCRIPTION

Grande Prairie Regional College offers several one-year certificate and two-year diploma programs and the University Transfer program allowing students to complete one or two years before entering a university to complete a degree. There is a Visual and Performing Arts Department which provides private study and an Industrial Campus for technical programs.

## REQUIREMENTS FOR SPECIAL EDUCATION

| DIPLOMA PROGRAMS | UNIVERSITY TRANSFER PROGRAM |
|---|---|
| 1. Early Childhood Development<br>Four-semester Diploma<br>28 courses<br>1 course with Special Education content | 3. B.Ed. Program<br>Special Education specialization students transfer after one year. |
| 2. Rehabilitation Services<br>Two-year Diploma<br>28 courses<br>11 courses with Special Education content | |

## 1. EARLY CHILDHOOD DEVELOPMENT

A four-semester diploma program is offered.
One of the required courses in second year is CD 210 The Exceptional Child.

## 2. REHABILITATION SERVICES

This two-year program consists of six semesters offered on a full-time basis. There are seventeen courses listed in the first year and eleven courses in the second year. Of those listed, the following have Special Education content:

RP 100 Human Services: Values and Issues
RP 101 Developmental Disabilities
RP 102 Observation and Assessment
RP 200 Program Module I
RP 201 Health Issues
RP 202 Program Design I
RP 206 Practicum I or RP 306 Practicum II or RP 406 Practicum III
RP 300 Individual Service Planning
RP 302 Program Design II
RP 307 Social Education
RP 320 Cross-Cultural Issues
RP 407 Special Project Module

## 3. B.Ed. UNIVERSITY TRANSFER PROGRAM IN SPECIAL EDUCATION

A student wishing to specialize in special education is advised to enter the university after the first year.

Table 11 indicates the number of required special education courses for diplomas in two programs.

*Table 11*

Preparation of the Teaching Assistant: Grande Prairie Regional College

| Diploma Programs | Number of Courses in Special Education |
|---|---|
| Early Childhood Development - Diploma | 1 |
| Rehabilitation Services - Diploma | 13 |

Table 12 lists the special education courses. Descriptions of these courses are found in Appendix E.

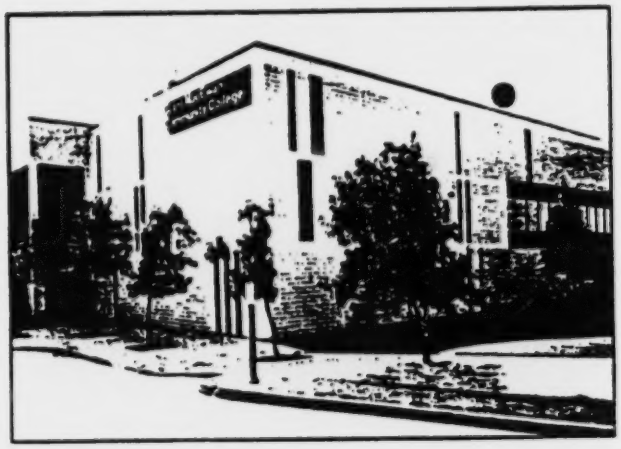
*Table 12*

Programs and Required and Optional Courses
That Pertain to Special Education: Grande Prairie Regional College

Key • - Required
O - Optional

| | | Early Childhood Development - Diploma | Rehabilitation Services - Diploma | University Transfer Program - B.Ed. |
|---|---|---|---|---|
| CD 210 | The Exceptional Child | • | | |
| RP 100 | Human Services: Values and Issues | | • | |
| RP 101 | Developmental Disabilities | | • | |
| RP 102 | Observation and Assessment | | • | |
| RP 200 | Program Design I | | • | |
| RP 201 | Health Issues | | • | |
| RP 202 | Program Design II | | • | |
| RP 206 | Practicum I | | • | |
| RP 300 | Individual Service Planning | | • | |
| RP 302 | Program Design II | | • | |
| RP 306 | Practicum II | | • | |
| RP 307 | Social Education | | • | |
| RP 320 | Cross-Cultural Issues | | • | |
| RP 406 | Practicum III | | • | |
| RP 407 | Special Project Module | | O | |

# GRANT MacEWAN COMMUNITY COLLEGE



## MANDATE

Grant MacEwan Community College has four campuses in Edmonton offering one-year certificates, two-year diplomas or two-year university transfer programs.

# REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | DIPLOMA PROGRAMS | 7. UNIVERSITY TRANSFER |
|---|---|---|
| 2. Early Childhood Administration<br>(Taken after E.C.D. Diploma)<br>One-year certificate<br>26 courses<br>1 optional course with special education content | 1. Early Childhood Development<br>Two-year diploma<br>27 courses<br>7 courses with special education content | No B.Ed. program<br>1 course with special education content |
| 5. Interpreter Training<br>Ten-month certificate<br>17 courses<br>17 courses with special education content | 4. Child and Youth Care<br>Two-year diploma<br>29 courses<br>8 courses with special education content | |
| 3. Teacher Aide<br>One-year certificate<br>17 courses<br>2 courses with special education content | 6. Rehabilitation Practitioner<br>Two-year diploma<br>28 courses<br>21 courses with special education content | |

## 1. EARLY CHILDHOOD DEVELOPMENT - DIPLOMA

This program may be taken at all four campuses and through the Outreach Program at a number of centres throughout Alberta. Twenty-seven courses are taken in this two-year program. Those courses with special education content are:

EC 101.3 Child Growth and Development I
EC 103.4 Field Placement I
EC 201.3 Child Growth and Development II
EC 203.4 Field Placement II
EC 303.4 Field Placement III
EC 403.4 Field Placement IV
EC 402.3 Exceptional Children

## 2. EARLY CHILDHOOD ADMINISTRATION - CERTIFICATE

This certificate program is designed for working or aspiring administrators by providing courses available on a part-time basis in a self-study format. The program provides a third year of training following completion of the diploma in Early Childhood Development. Sixteen courses are listed as required including two practicums. In addition, a minimum of eight course credits must be obtained through completion of optional courses. One of the optional courses available has specific special education content:

EA 615.0 Supervising the Special Needs Component in Early Childhood Agencies

## 3. TEACHER AIDE - CERTIFICATE

This program can be taken at the Millwoods campus or part-time through the Outreach Program either in evening classes or classes offered in other centres like Grouard, High Level, Drayton Valley, and Whitecourt. Seventeen courses are taken in the one-year certificate program. Those courses pertaining to special education are:

TA 230.3 Learning Disabilities
TA 302.3 Student Exceptionalities

A conference for teacher aides is held at Grant MacEwan Community College each February. Many of the workshops available are related to working with children with special needs.

## 4. CHILD AND YOUTH CARE - DIPLOMA

This two-year program consists of 29 courses. Of these the following have specific Special Education content:

CC 106.2 Field Placement
CC 206.2 Field Placement
CC 300.2 Observation and Behaviour Management
CC 302.2 Child/Youth Care Methods I
CC 303.3 Youth Counselling I
CC 304.3 Psychopathology of Childhood
CC 402.3 Child/Youth Care Methods II
CC 403.3 Youth Counselling II

## 5. INTERPRETER TRAINING - 10 MONTH CERTIFICATE

Interpreter Training is a ten-month, credit Certificate program providing intensive training in the skills of sign language interpretation using American Sign Language and English. A full-time program with an application and screening process, this program is one of the few available in Canada.

The courses needed for this certificate are the following:

EN 100.3 Communications
IT 101.5 A.S.L. for Interpreters I
IT 105.4 Voice to Sign Interpreting I
IT 106.4 Sign to Voice Interpreting I
IT 112.3 Interpreting as a Profession
IT 120.1 Weekly Seminar
IT 201.4 A.S.L. for Interpreters II
IT 205.4 Voice to Sign Interpreting II
IT 206.4 Sign to Voice Interpreting II

IT 212.2 Interpreting as a Profession II
IT 215.3 Deaf Culture and Community
IT 220.1 Weekly Seminar
IT 301.1 A.S.L. for Interpreters III
IT 307.2 Interpreting Techniques
IT 312.1 Interpreting as a Profession III
IT 321.1 Practicum Lab
IT 322.2 Practicum for Interpreters

## 6. REHABILITATION PRACTITIONER

This diploma program trains personnel to work with the developmentally disabled emphasizing the mentally handicapped population group. The physically disabled, the visually impaired, and the learning disabled are emphasized to a lesser degree, as are those populations experiencing emotional and behaviour difficulties. Courses are also offered in the evening to the part-time student under the Outreach Program. Twenty-eight courses are taken in total. Of these, the following have special education content:

RP 100.3 Human Services: Values and Issues
RP 101.3 Developmental Disabilities
RP 102.3 Observation and Assessment
RP 104.1 Integration Seminar
RP 105.2 Practicum
RP 200.3 Community Services in the Rehabilitation Field
RP 201.3 Health Issues
RP 202.3 Program Design I
RP 203.2 Helping: Theory and Skills
RP 204.1 Integration Seminar
RP 205.4 Practicum
RP 300.3 Program Module II
RP 302.3 Program Design II
RP 303.3 Family Support
RP 304.1 Integration Seminar
RP 305.3 Practicum
RP 400.3 Change Issues in Human Services
RP 404.1 Intregration Seminar
RP 405.4 Practicum
RP 406.3 Social Education
RP 407.2 Special Project Module

## 7. UNIVERSITY TRANSFER PROGRAM

Students can work towards a Bachelor of Arts or Science in a one or two year transfer program. Although no specific reference is made to Special Education, the following course with pertinent content is offered:

PY 342.3 Psychology of Exceptional Children

Table 13 indicates the number of required special education courses for diploma and certificate programs.

*Table 13*

Preparation of the Teaching Assistant: Grant MacEwan Community College

| Programs | Number of Courses in Special Education |
|---|---|
| Child and Youth Care Diploma | 8 |
| Early Childhood Development Diploma | 7 |
| Rehabilitation Practitioner Diploma | 21 |
| Interpreter Training Certificate | 17 |
| Teacher Aide Certificate | 2 |

Table 14 lists the special education courses. Descriptions of these courses are found in Appendix F.

*Table 14*

Programs and Required and Optional Courses
That Pertain to Special Education: Grant MacEwan Community College

Key * - Required
O - Optional

| | | Early Childhood Development Diploma | Early Childhood Administration Certificate | Teacher Aide Certificate | Child and Youth Care Diploma | Interpreter Training Certificate | Rehabilitation Practitioner Diploma | University Transfer |
|---|---|---|---|---|---|---|---|---|
| CC 106.2 | Field Placement | | | | * | | | |
| CC 206.2 | Field Placement | | | | * | | | |
| CC 300.2 | Observation and Behaviour Management | | | | * | | | |
| CC 302.2 | Child/Youth Care Methods I | | | | * | | | |
| CC 303.3 | Youth Counselling I | | | | * | | | |
| CC 304.3 | Psychopathology of Childhood | | | | * | | | |

*continued on next page*

*Table 14 (cont.)*

Key • - Required
O - Optional

| | | Early Childhood Development Diploma | Early Childhood Administration Certificate | Teacher Aide Certificate | Child and Youth Care Diploma | Interpreter Training Certificate | Rehabilitation Practitioner Diploma | University Transfer |
|---|---|---|---|---|---|---|---|---|
| CC 402.3 | Child/Youth Care Methods II | | | | • | | | |
| CC 403.3 | Youth Counselling II | | | | • | | | |
| EA 615.0 | Supervising the Special Needs Component in EC Agencies | | O | | | | | |
| EC 101.3 | Child Growth and Development I | • | | | | | | |
| EC 103.4 | Field Placement | • | | | | | | |
| EC 201.3 | Child Growth and Development II | • | | | | | | |
| EC 203.4 | Field Placement II | • | | | | | | |
| EC 303.4 | Field Placement III | • | | | | | | |
| EC 402.3 | Exceptional Children | • | | | | | | |
| EC 403.4 | Field Placement IV | • | | | | | | |
| EN 100.3 | Communications | | | | | • | | |
| IT 101.5 | A.S.L. for Interpreters I | | | | | • | | |
| IT 105.4 | Voice to Sign Interpreting I | | | | | • | | |
| IT 106.4 | Sign to Voice Interpreting I | | | | | • | | |
| IT 112.3 | Interpreting as a Profession | | | | | • | | |
| IT 120.1 | Weekly Seminar | | | | | • | | |
| IT 201.4 | A.S.L. for Interpeters II | | | | | • | | |
| IT 205.4 | Voice to Sign Interpreting II | | | | | • | | |
| IT 206.4 | Sign to Voice Interpreting II | | | | | • | | |
| IT 212.2 | Interpreting as a Profession II | | | | | • | | |
| IT 215.3 | Deaf Culture and Community | | | | | • | | |
| IT 220.1 | Weekly Seminar | | | | | • | | |
| IT 301.1 | A.S.L. for Interpreters III | | | | | • | | |
| IT 307.2 | Interpreting Techniques | | | | | • | | |
| IT 312.1 | Interpreting as a Profession III | | | | | • | | |
| IT 321.1 | Practicum Lab | | | | | • | | |
| IT 322.2 | Practicum for Interpreters | | | | | • | | |
| RP 100.3 | Human Services: Values and Issues | | | | | | • | |
| RP 101.3 | Developmental Disabilities | | | | | | • | |
| RP 102.3 | Observation and Assessment | | | | | | • | |
| RP 104.1 | Integration Seminar | | | | | | • | |
| RP 105.2 | Practicum | | | | | | • | |
| RP 200.3 | Community Services in the Rehabilitation Field | | | | | | • | |
| RP 201.3 | Health Issues | | | | | | • | |
| RP 202.3 | Program Design I | | | | | | • | |

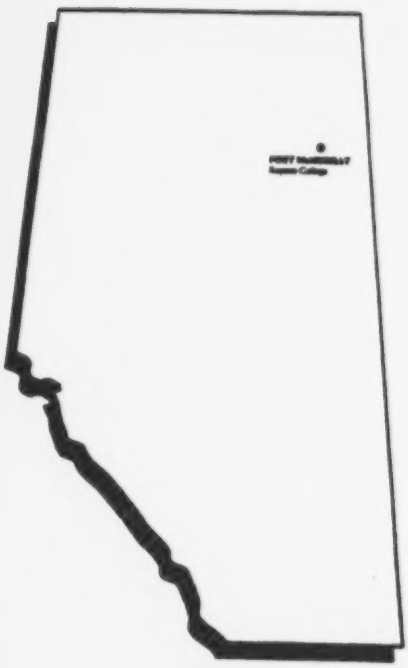
*continued on next page*

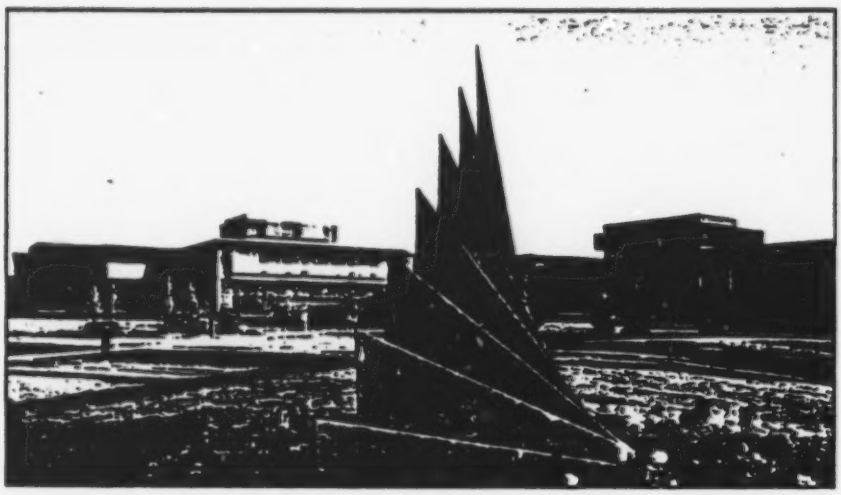
*Table 14 (cont.)*

Key * - Required
O - Optional

| | | Early Childhood Development Diploma | Early Childhood Administration Certificate | Teacher Aide Certificate | Child and Youth Care Diploma | Interpreter Training Certificate | Rehabilitation Practitioner Diploma | University Transfer |
|---|---|---|---|---|---|---|---|---|
| RP 203.2 | Helping: Theory and Skills | | | | | | * | |
| RP 204.1 | Integration Seminar | | | | | | * | |
| RP 205.4 | Practicum | | | | | | * | |
| RP 300.3 | Program Module II | | | | | | * | |
| RP 302.3 | Program Design II | | | | | | * | |
| RP 303.3 | Family Support | | | | | | * | |
| RP 304.1 | Integration Seminar | | | | | | * | |
| RP 305.3 | Practicum | | | | | | * | |
| RP 400.3 | Change Issues in Human Services | | | | | | * | |
| RP 404.1 | Integration Seminar | | | | | | * | |
| RP 405.4 | Practicum | | | | | | * | |
| RP 406.3 | Social Education | | | | | | * | |
| RP 407.2 | Special Project Module | | | | | | * | |
| TA 230.3 | Learning Disabilities | | | * | | | | |
| TA 302.3 | Student Exceptionalities | | | * | | | | |
| PY 342.3 | Psychology of Exceptional Children | | | | | | | O |

# KEYANO COLLEGE





## MISSION STATEMENT

Keyano College is a comprehensive educational and training institution, designed to provide Fort McMurray and northeast Alberta with as wide a range of educational opportunities and services as possible within the confines of the college's resources, and to pursue community service initiatives that enhance the quality of life for citizens of the region.

Keyano College offers students academic upgrading, a one-year certificate program in early childhood development, two-year diploma programs in computer business systems, nursing, and business administration as well as one to two-year university transfer programs. The college offers several other programs in centres around the province including an extensive heavy industrial training centre at the MacKenzie campus.

## REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | 2. UNIVERSITY TRANSFER |
|---|---|
| 1. Early Childhood Development<br>One-year certificate<br>18 courses<br>1 course with Special Education content | No special education courses |

### 1. EARLY CHILDHOOD DEVELOPMENT - ONE-YEAR CERTIFICATE

Eighteen courses are taken, one of which has special education content:

EC 120 Children with Special Needs

### 2. UNIVERSITY TRANSFER PROGRAM

First and second year courses, developed in close cooperation with the University of Alberta, are offered towards an education degree. A specialization in Special Education is not mentioned and no courses indicate Special Education content.

Preparation of the Teaching Assistant: Keyano College

| Program | Number of Courses in Special Education |
|---|---|
| Early Childhood Development Certificate | 1 |

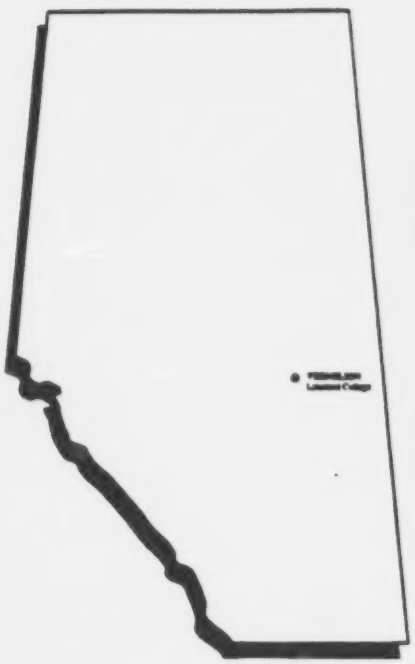
Programs and Required and Optional Courses
That Pertain to Special Education: Keyano College

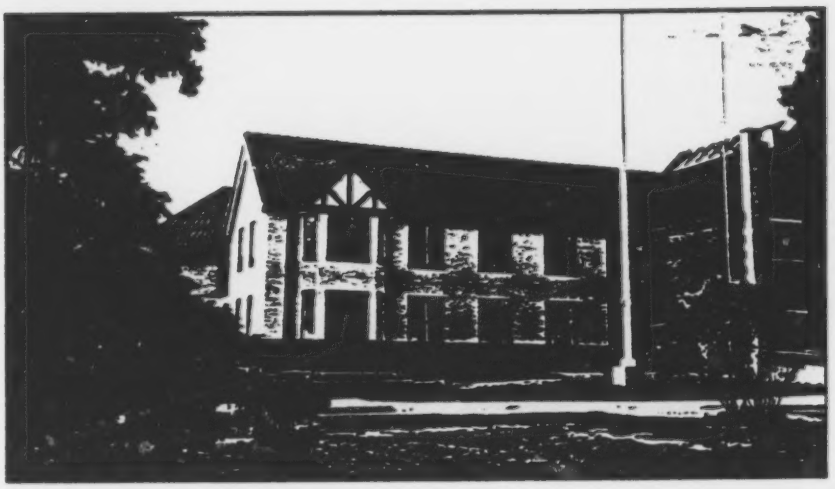
Key * - Required
O - Optional

| | | Early Childhood Development Certificate | University Transfer |
|---|---|---|---|
| EC 120 | Children with Special Needs | * | |

Appendix G contains a description of this special education course.

# LAKELAND COLLEGE





## DESCRIPTION

Lakeland College has its main campus in Vermilion and a second large campus at Lloydminster. The programs offered are in business, office administration, interior design, environmental and agricultural sciences, early childhood studies, academic upgrading, rehabilitation services, and a variety of trades and a two-year university transfer program. Some full-time and several part-time programs are run at other regional campuses serving rural residents in Alberta and Saskatchewan.

## REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAM | DIPLOMA PROGRAM | 3. UNIVERSITY TRANSFER |
|---|---|---|
| 1. Early Childhood Development<br>One-year certificate<br>19 courses<br>1 course with Special Education content | 2. Rehabilitation Services<br>Two-year diploma<br>32 courses<br>18 courses with Special Education content | No special education courses |

## 1. EARLY CHILDHOOD DEVELOPMENT - ONE-YEAR CERTIFICATE

Nineteen courses are taken in this one-year program. One of the courses taken in the program is SS 105 Exceptional Children.

## 2. REHABILITATION SERVICES - TWO-YEAR DIPLOMA

Thirty-two courses are taken in this two-year diploma program. Those with special education content are the following:

RP 101 Developmental Disabilities
RP 102 Observation and Assessment
RP 105 Practicum I
RP 202 Program Design I
RP 203 Helping: Theories and Skills
RP 205 Practicum II
RP 259 Vocational Rehabilitation
RP 300 Change Issues in Human Services
RP 302 Program Design II
RP 303 Social Education
RP 305 Practicum III
RP 306 Learning Disabilities
RP 307 Residential Rehabilitation
RP 308 Behaviour Management
RP 310 Program Module I
RP 403 Family Support Program
RP 405 Practicum IV
RP 406 Leisure and Recreation

## 3. UNIVERSITY TRANSFER

Two years of university work can be completed in Arts, Science, Secondary Education, Social Work, Pre-Law and Pre-Medicine. Courses can also be taken to satisfy first-year requirements in Agriculture, Commerce, Education, Fine Arts, Forestry, Home Economics, Pre-Dentistry, Pre-Occupational Therapy, Pre-Pharmacy, Pre-Speech Pathology and Audiology and Pre-Veterinary Medicine. There is no specific reference to Special Education.

Table 15 indicates the number of required special education courses for the above certificate and diploma programs.

*Table 15*

Preparation of the Teaching Assistant: Lakeland College

| Programs | Number of Courses in Special Education |
|---|---|
| Early Childhood Development Certificate | 1 |
| Rehabilitation Services Diploma | 18 |

Table 16 lists the special education courses. Descriptions of these courses are found in Appendix H.

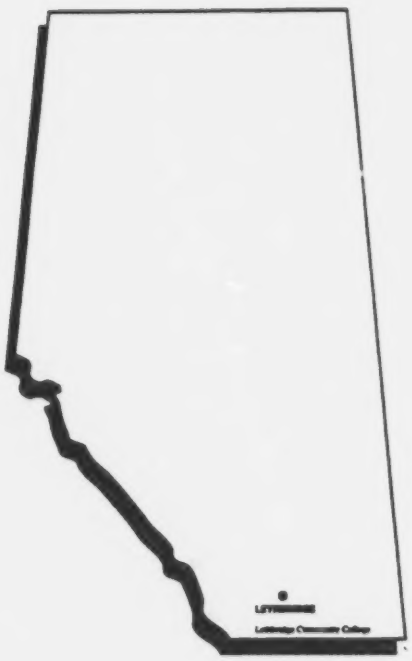
*Table 16*

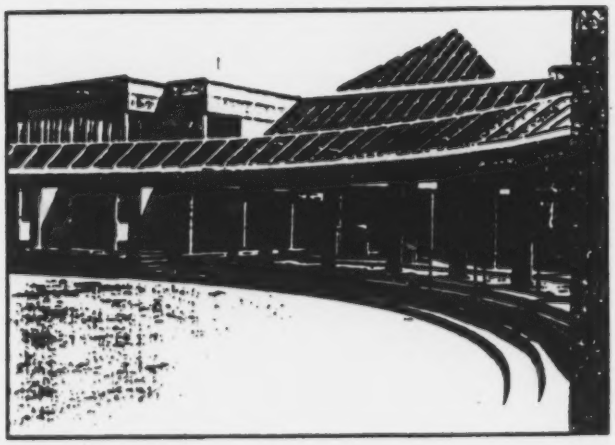
Programs and Required and Optional Courses That Pertain to Special Education: Lakeland College

Key • - Required

| | | Early Childhood Development Certificate | Rehabilitation Services Diploma | University Transfer |
|---|---|---|---|---|
| RP 101 | Developmental Disabilities | | • | |
| RP 102 | Observation and Assessment | | • | |
| RP 105 | Practicum I | | • | |
| RP 202 | Program Design I | | • | |
| RP 203 | Helping: Theories and Skills | | • | |
| RP 205 | Practicum II | | • | |
| RP 259 | Vocational Rehabilitation | | • | |
| RP 300 | Change Issues in Human Services | | • | |
| RP 302 | Program Design II | | • | |
| RP 303 | Social Education | | • | |
| RP 305 | Practicum III | | • | |
| RP 306 | Learning Disabilities | | • | |
| RP 307 | Residential Rehabilitation | | • | |
| RP 308 | Behaviour Management | | • | |
| RP 310 | Program Module I | | • | |
| RP 403 | Family Support Program | | • | |
| RP 405 | Practicum IV | | • | |
| RP 406 | Leisure and Recreation | | • | |
| SS 105 | Exceptional Children | • | | |

# LETHBRIDGE COMMUNITY COLLEGE





## DESCRIPTION

Lethbridge Community College offers a general studies program, law enforcement, environmental science, communication arts, early childhood education, rehabilitation services, nursing, and trades apprenticeship training.

# REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | DIPLOMA PROGRAMS |
|---|---|
| 2. Early Childhood Education<br>A. One-year certificate<br>16 courses<br>No courses in Special Education<br><br>B. Distance Program<br>9 core subjects plus Development Option or Intervention Option<br>7 courses<br>1 optional course in Special Education<br><br>C. Programming for Preschool Handicapped Children<br>- a non-credit correspondence course | 1. Child and Youth Care<br>Two-year diploma<br>31 courses<br>11 courses with Special Education content<br><br>3. Rehabilitation Services<br>Two-year diploma<br>29 courses<br>15 courses with Special Education content |

## 1. CHILD AND YOUTH CARE - TWO-YEAR DIPLOMA PROGRAM

In addition to the St. John Ambulance Standard First Aid and Cardiopulmonary Resuscitation Basic Rescuer Certificate, there are thirty-one courses listed as required and eight courses listed as electives. The required courses with special education content are:

CYC 171 Foundations and Roles of Child and Youth Care
CYC 156 Observation, Recording, Assessment
CYC 160 Interventions in the Therapeutic Milieu
CYC 162 Child Care Clinical
CYC 166 Managing Children's Behaviour
CYC 170 Leadership of Therapeutic Activities and Programming
CYC 251 Family Support and Intervention
CYC 252 Advanced Child Care Clinical I
CYC 253 Child Psychopathology
CYC 260 Case Management and Evaluation
CYC 262 Advanced Child Care Clinical II

## 2. EARLY CHILDHOOD EDUCATION

### A. One-Year Certificate Program

Sixteen courses are listed as required, none of which have special education content.

### B. E.C.E. - Distance Program

Distance education involves correspondence study and teleconference seminars. There is a list of core subjects and a choice of a Development Option or Intervention Option. Two courses listed have special education content and one of them, EACE 170, is a part of the Intervention Option. Those with special education content are:

EACE 170 Programming for the Handicapped Child
EACE 171 Activities for the Handicapped Child

C. Programming for Pre-School Handicapped Children - a non-credit correspondence course. This program encompasses many aspects of programming for the needs of handicapped children with emphasis on the integration of these children into community programs.

### 3. REHABILITATION SERVICES - TWO-YEAR DIPLOMA PROGRAM

Twenty-nine courses are listed as required. Those with special education content are the following:

RS 150 Foundations of Rehabilitation
RS 153 Program Design I: Observation and Assessment
RS 154 Human Development and Persons with Special Developmental Needs I: Theory
RS 155 Program Design II: Behaviour Management
RS 156 Human Development and Persons with Special Needs II: Life Span Implications
RS 165 Rehabilitation Services: Models and Systems
RS 166 Introduction to Recreation and Leisure
RS 168 Program Writing in Social Education
RS 220 Practicum
RS 230 Practicum
RS 240 Practicum
RS 256 Early Intervention
RS 257 Programs in Special Education
RS 258 Serving People with Multiple Handicaps
RS 259 Vocational Rehabilitation
RS 261 Residential Programs
RS 270 Family Support and Intervention

Table 17 indicates the number of required special education courses for certificate and diploma programs.

*Table 17*

Preparation of the Teaching Assistant: Lethbridge Community College

| Programs | Number of Courses in Special Education |
|---|---|
| Early Childhood Education Certificate | 0 |
| Early Childhood Education - Distance Program | One optional |
| Child and Youth Care Diploma | 11 |
| Rehabilitation Services Diploma | 15 |

Table 18 lists the special education courses. Descriptions of these courses are found in Appendix I.

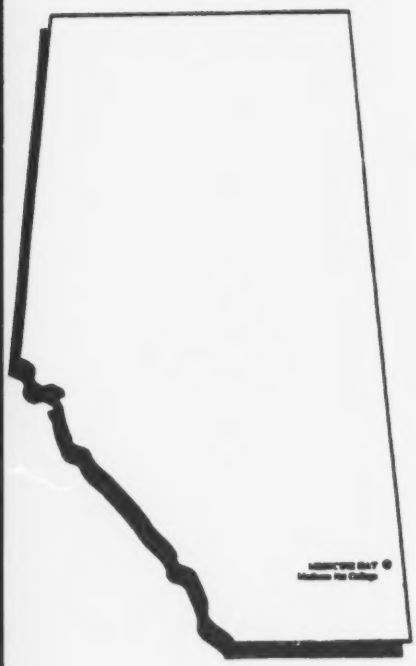
*Table 18*

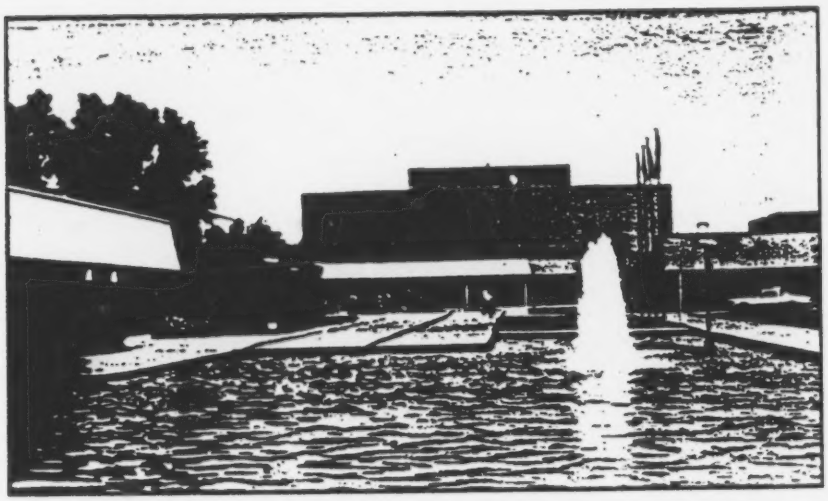
## Programs and Required and Optional Courses That Pertain to Special Education: Lethbridge Community College

Key: • - Required; O - Optional

| | | Child and Youth Care Diploma | Early Childhood Education | E.C.E. - Distance | Programming for Preschool Handicapped Children | Rehabilitation Services |
|---|---|---|---|---|---|---|
| CYC 156 | Observation, Recording, Assessment | • | | | | |
| CYC 160 | Interventions in the Therapeutic Milieu | • | | | | |
| CYC 162 | Child Care Clinical | • | | | | |
| CYC 166 | Managing Children's Behaviour | • | | | | |
| CYC 170 | Leadership of Therapeutic Activities and Programming | • | | | | |
| CYC 171 | Foundations of Child and Youth Care | • | | | | |
| CYC 251 | Family Support and Intervention | • | | | | |
| CYC 252 | Advanced Child Care Clinical I | • | | | | |
| CYC 253 | Child Psychopathology | • | | | | |
| CYC 260 | Case Management and Evaluation | • | | | | |
| CYC 262 | Advanced Child Care Clinical II | • | | | | |
| EACE 170 | Programming for the Handicapped Child | | | O | | |
| EACE 171 | Activities for the Handicapped Child | | | | | |
| RS 150 | Foundations of Rehabilitation | | | | | • |
| RS 153 | Program Design I: Observation and Assessment | | | | | • |
| RS 154 | Human Development and Persons with Special Needs I: Theory | | | | | • |
| RS 155 | Program Design II: Behaviour Management | | | | | • |
| RS 156 | Human Development and Persons with Special Needs II: Life Span Implications | | | | | • |
| RS 165 | Rehabilitation Services: Models and Systems | | | | | • |
| RS 166 | Introduction to Recreation and Leisure | | | | | • |
| RS 168 | Program Writing in Social Education | | | | | • |
| RS 220 | Practicum | | | | | • |
| RS 230 | Practicum | | | | | • |
| RS 240 | Practicum | | | | | • |
| RS 256 | Early Intervention | | | | | O |
| RS 257 | Programs in Special Education | | | | | O |
| RS 258 | Serving People with Multiple Handicaps | | | | O | |
| RS 259 | Vocational Rehabilitation | | | | | O |
| RS 261 | Residential Programs | | | | | O |
| RS 270 | Family Support and Intervention | | | | | • |
| REC 256 | Integration of Special Groups | | | | | |

# MEDICINE HAT COLLEGE





## MISSION STATEMENT

Medicine Hat College will provide opportunities to equip students with knowledge, skills, values and attitudes to live a fulfilled and useful life in a complex and ever-changing society.

# REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | UNIVERSITY TRANSFER |
|---|---|
| 1. Early Childhood Development<br>One-year Certificate<br>14 courses<br>1 course with Special Education content | 2. A. B.A. in Child Development<br>Two-year Diploma<br>Transfer to University of Victoria or University of Winnipeg<br>25 courses<br>1 course with Special Education content |
| | B. B.Ed. with major in Special Education from University of Alberta<br>One-year transfer program |
| | C. B.Ed. Rehabilitation Education from University of Calgary<br>One-year transfer program |
| | D. B.Ed. from University of Lethbridge<br>One or two year transfer program |

## 1. EARLY CHILDHOOD DEVELOPMENT - ONE-YEAR CERTIFICATE PROGRAM

Fourteen specific courses are required in addition to a St. John's Ambulance First Aid course. One course has special education content: ECD 130 The Exceptional Child

A student desiring a two-year E.C.D. diploma must transfer after one year to another educational institution.

## 2. UNIVERSITY TRANSFER PROGRAM

A. Bachelor of Arts in Child Development from the University of Victoria or University of Winnipeg

Twenty-five courses are required, one of which has special education content:

ECD 130 The Exceptional Child

B. B.Ed. with a Major in Special Education from the University of Alberta

Students take one year only at Medicine Hat College before they transfer to Edmonton. No specific courses are listed.

C. B.Ed. Rehabilitation Education (Non-certificate) from the University of Calgary

Students transfer after one year. No specific courses with special education content are listed.

D. B.Ed. from the University of Lethbridge

Students transfer after one or two years. No specific reference to special education is made.

Two Educational Psychology courses are described in the calendar as being intended for special education majors. They are:

EDPS 221 Exceptional Children in the School and Home
EDPS 223 Structured Observations of Exceptional Children

Table 19 indicates the number of required special education courses for various programs.

*Table 19*

Preparation of the Teaching Assistant and Classroom Teacher:
Medicine Hat College

| Programs | Number of Courses in Special Education |
|---|---|
| Early Childhood Development Certificate | 1 |
| B.A. in Child Development | 1 |
| B.Ed. with major in Special Education - University of Alberta | 0 |
| B.Ed. Rehabilitation Education - University of Calgary | 0 |
| B.Ed. - University of Lethbridge | 0 |

Table 20 lists the special education courses. Descriptions of these courses are found in Appendix J.

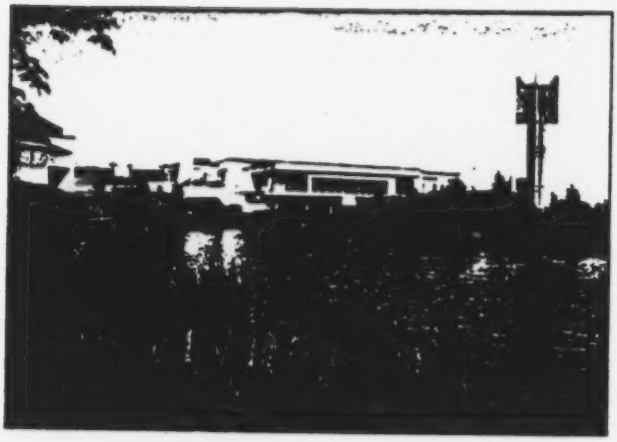
*Table 20*

Programs and Required and Optional Courses
That Pertain to Special Education: Medicine Hat College

Key • - Required
O - Optional

| | | | | University Transfer | | |
|---|---|---|---|---|---|---|
| | | Early Childhood Development Certificate | B.A. in Child Development | B.Ed. Major in Special Education from University of Alberta | B.Ed. Rehabilitation Education from University of Calgary | B.Ed. from University of Lethbridge |
| EDPS 205 | Educational Psychology: Approaches to Rehabilitation I | | | | O | |
| EDPS 221 | Exceptional Children in the School and Home | | | O | | |
| EDPS 223 | Structured Observations of Exceptional Children | | | O | | |
| EDPS 305 | Educational Psychology: Approaches to Rehabilitation II | | | | O | |
| Phys. Ed. 240 | Adapted Physical Education | | | | | |
| ECD 130 | The Exceptional Child | • | • | | | |

# MOUNT ROYAL COLLEGE



## MISSION

Mount Royal College is a public community college whose primary mission is to provide education and training of consistently high quality to adults, through academic programs and activities that are responsive to the current and evolving community needs of Calgary and region.

To fulfill its mandate, the College provides adults with credit instruction in one-year certificate and two-year diploma programs, transfer courses, matriculation equivalent courses and preparatory courses.

## REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | DIPLOMA PROGRAMS | 6. UNIVERSITY TRANSFER |
|---|---|---|
| 2. Early Childhood Education and Development<br>One-year certificate<br>14 courses<br>0 in special education | 3. Early Childhood Education and Development<br>Two-year diploma<br>22 courses<br>1 course in special education | No special education courses |
| 4. Rehabilitation Services<br>One-year certificate<br>10 courses<br>5 courses with special education content | 5. Rehabilitation Services<br>Two-year diploma<br>21 courses<br>10 courses with special education content | |
| | 1. Child and Youth Care Worker<br>Two-year diploma<br>20 courses<br>9 courses with special education content | |

### 1. CHILD AND YOUTH CARE WORKER - DIPLOMA

Upon successful completion of this diploma program, the student can transfer to the University of Victoria to enroll in a Bachelor degree program in Child and Youth Care. Twenty courses are listed as required for completion of the diploma, which enables the graduate to work with maltreated and behaviour-disordered children and youth aged seven to eighteen in various settings. The courses with special education content include the following:

PSYC 3385 Introduction to Abnormal Psychology
CCWK 1132 The Profession of Child and Youth Care Worker
CCWK 1142 Practicum
CCWK 1215 Treatment Methods I
CCWK 1221 Youth Counselling
CCWK 1225 Treatment Methods II
CCWK 1232 Caring for the Disturbed Child
CCWK 1241 and 1242 - Practica

### 2. EARLY CHILDHOOD EDUCATION AND DEVELOPMENT - CERTIFICATE (ONE YEAR)

This evening program provides an opportunity for those currently employed in a child care setting to upgrade their knowledge and skills on a part-time basis. No courses with special education content are included.

### 3. EARLY CHILDHOOD EDUCATION AND DEVELOPMENT - DIPLOMA (TWO YEAR)

After successful completion of this program a student desiring the pertinent degree can transfer to the University of Victoria. The Diploma program includes one course with special education content:

EACE 1213 Overview of Young Children with Special Needs

## 4. REHABILITATION SERVICES - CERTIFICATE

Ten courses are required for the certificate program and five of these have special education content:

LESR 1261 Survey of Disabling Conditions
REHB 1113 Attitudes, Systems and Resources of Rehabilitation
REHB 1121 Individual Program Planning I
REHB 1122 Education of the Developmentally Delayed
REHB 1261 Fieldwork

## 5. REHABILITATION SERVICES - DIPLOMA

Twenty-one courses are required for this diploma program. Transfer arrangements can be made after completion of the program to transfer to the B.Ed. Rehabilitation Education (Non-Certification) program at the University of Calgary. Required courses with special education content include the following:

LESR 1261 Survey of Disabling Conditions
REHB 1113 Attitudes, Systems and Resources of Rehabilitation
REHB 1121 Individual Program Planning I
REHB 1122 Education of the Developmentally Delayed
REHB 1210 Relationship and Counselling Skills
REHB 1222 Individual Program Planning II
REHB 1223 Home and Family Living Training
REHB 1224 Human Service Organizations
REHB 1261 Fieldwork
REHB 1262 Fieldwork

The two optional courses which also have special education content are:

REHB 1225 Technical Resources for Disabled Individuals
REHB 1242 Communication Skills for the Handicapped Individual

Table 21 indicates the number of required special education courses for diploma and certificate programs.

*Table 21*

Preparation of the Teaching Assistant: Mount Royal College

| Programs | Number of Courses in Special Education |
|---|---|
| Child and Youth Care Worker Diploma | 9 |
| Early Childhood Education and Development Certificate | 0 |
| Early Childhood Education and Development Diploma | 1 |
| Rehabilitation Services Certificate | 5 |
| Rehabilitation Services Diploma | 10 |

## 6. UNIVERSITY TRANSFER PROGRAM TO FACULTY OF GENERAL STUDIES

For a B.Ed. degree program the student would transfer to the University of Calgary after one year. Students intending to major in Special Education must contact the Faculty of Education at the University of Calgary regarding course selection as it may not be possible to complete one full year of acceptable transfer credit.

Table 22 lists the special education courses. Descriptions of these courses are found in Appendix K.

*Table 22*

Programs and Required and Optional Courses
That Pertain to Special Education: Mount Royal College

Key • - Required
O - Optional

| | | Child and Youth Care Worker - Diploma | Early Childhood Education and Development - Certificate | Early Childhood Education and Development - Diploma | Rehabilitation Services Certificate | Rehabilitation Services Diploma | University Transfer |
|---|---|---|---|---|---|---|---|
| CCWK 1132 | The Profession of Child and Youth Care Worker | • | | | | | |
| CCWK 1142 | Practicum | • | | | | | |
| CCWK 1215 | Treatment Methods I | • | | | | | |
| CCWK 1221 | Youth Counselling | • | | | | | |
| CCWK 1225 | Treatment Methods II | • | | | | | |
| CCWK 1232 | Caring for the Disturbed Child | • | | | | | |
| CCWK 1241 | Practicum | • | | | | | |
| CCWK 1242 | Practicum | • | | | | | |
| EACE 1203 | Overview of Young Children with Special Needs | | | • | | | |
| LESR 1261 | Survey of Disabling Conditions | | | | • | • | |
| PSYC 1230 | Behaviour Modification | | | | | | |
| PSYC 3385 | Introduction to Abnormal Psychology | • | | | | | |
| REHB 1113 | Attitudes, Systems and Resources of Rehabilitation | | | | • | • | |
| REHB 1121 | Individual Program Planning I | | | | • | • | |
| REHB 1122 | Education of the Developmentally Delayed | | | | • | • | |
| REHB 1210 | Relationship and Counselling Skills | | | | | • | |
| REHB 1222 | Individual Program Planning II | | | | | • | |
| REHB 1223 | Family and Home Living Training | | | | | • | |
| REHB 1224 | Human Service Organizations | | | | | • | |
| REHB 1225 | Technical Resources for Disabled Individuals | | | | | O | |
| REHB 1242 | Communications Skills for the Handicapped Individual | | | | | O | |
| REHB 1261 | Fieldwork | | | | • | • | |
| REHB 1262 | Fieldwork | | | | | • | |

# RED DEER COLLEGE

## DESCRIPTION

Red Deer College offers one and two-year university transfer programs, career development programs, apprenticeship training, academic upgrading and college preparation.

## REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | DIPLOMA PROGRAMS | UNIVERSITY TRANSFER PROGRAM |
|---|---|---|
| 1. A. Early Childhood Development<br>One-year Certificate<br>11 courses<br>1 course with special education content | 1. B. Early Childhood Development<br>Two-year Diploma<br>21 courses<br>2 courses with special education content | 4. B.Ed. Program<br>Special Education minors take<br>ED PSY 251/255<br>Transfer after one year |
| 3. Teachers' Aide<br>One-year Certificate<br>12 courses<br>1 course with special education content | 2. Rehabilitation Services<br>Two-year Diploma<br>26 courses<br>7 courses with special education content | |

## 1. EARLY CHILDHOOD DEVELOPMENT

### A. One-year Certificate Program

Eleven courses are taken and one has special education content:

ECD 223 Exceptional Children

### B. Two-year Diploma Program

Twenty-one courses are required and two of them pertain to special education:

ECD 223 Exceptional Children
ECD 325 Exceptional Children

## 2. REHABILITATION SERVICES - TWO-YEAR DIPLOMA PROGRAM

This program is designed to train students to work competently and effectively with individuals who are mentally handicapped. The Rehabilitation Diploma program provides direct transfer of courses to the B.Ed.-Rehab. Education degree at the University of Calgary. Twenty-six courses are listed and of these, the following have special education content:

REHAB 203 Behaviour Management
REHAB 204 Social Education
REHAB 214 Behaviour Management II
REHAB 319 Human Sexuality and Sex Education for Persons with Disabilities that Hinder Learning
REHAB 321 Recreation and Leisure Time
REHAB 323 Vocational Training
REHAB 324 Speech, Language and Communication
REHAB 351 Communication with the Deaf (optional)

## 3. TEACHERS' AIDE - ONE-YEAR CERTIFICATE

Eight compulsory courses and four courses from a list of seven optional courses are required. Four of the optional courses relate to special education. In effect, then, one of these four courses becomes mandatory. The courses with special education content are:

TA 151 Exceptionalities I
TA 152 Exceptionalities II
TA 153 Exceptionalities III
TA 155 Exceptionalities V

## 4. UNIVERSITY TRANSFER PROGRAM

One or two years can be taken in the B.Ed. program before transferring to a University. Students interested in Special Education should take ED PSY 251/255 in their first year. Special Education students will normally transfer after one year at the Red Deer College.

Table 23 indicates all the number of required special education courses for certificate and diploma programs.

*Table 23*

Preparation of the Teaching Assistant: Red Deer College

| Programs | Number of Courses in Special Education |
|---|---|
| Early Childhood Development Certificate | 1 |
| Early Childhood Development Diploma | 2 |
| Rehabilitation Services Diploma | 7 |
| Teachers' Aide | 1 |

Table 24 lists the special education courses. Descriptions of these courses are found in Appendix L.

*Table 24*

Programs and Required and Optional Courses
That Pertain to Special Education: Red Deer College

Key • - Required
O - Optional

| | | c.w. | Early Childhood Development: Certificate | Early Childhood Development: Diploma | Rehabilitation Services Diploma | Teachers' Aide Certificate | University Transfer Program B.Ed. - Special Education |
|---|---|---|---|---|---|---|---|
| ED PSY 251 | Introduction to Exceptional Children | 3 | | | | | • |
| ED PYS 255 | Development and Learning in Exceptional Children | 3 | | | | | • |
| ECD 223 | Exceptional Children | | • | • | | | |
| ECD 225 | Exceptional Children | | | • | | | |
| PESS 240 | Adapted Physical Education | 3 | | | | | |
| REHAB 203 | Behaviour Management | | | | • | | |
| REHAB 204 | Social Education | | | | • | | |

*continued on next page*

*Table 24*

Key * - Required
O - Optional

| | | Early Childhood Development | | Rehabilitation Services Diploma | Teachers' Aide Certificate | University Transfer Program B.Ed. - Special Education |
|---|---|---|---|---|---|---|
| | | Certificate | Diploma | | | |
| REHAB 214 | Behaviour Management II | | | * | | |
| REHAB 319 | Human Sexuality and Sex Education for Persons with Disabilities that Hinder Learning | | | * | | |
| REHAB 321 | Recreation and Leisure Time | | | * | | |
| REHAB 323 | Vocational Training | | | * | | |
| REHAB 324 | Speech, Language and Communication | | | * | | |
| REHAB 351 | Communication with the Deaf | | | O | | |
| TA 151 | Exceptionalities I | | | | O | |
| TA 152 | Exceptionalities II | | | | O | |
| TA 153 | Exceptionalities III | | | | O | |
| TA 155 | Exceptionalities V | | | | O | |

# CAMROSE LUTHERAN UNIVERSITY COLLEGE

## DESCRIPTION

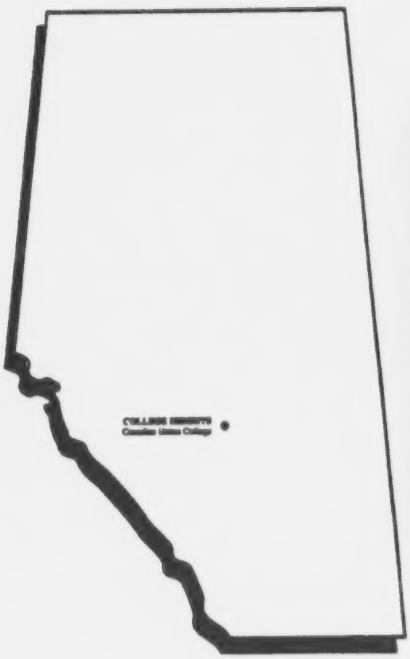
Camrose Lutheran University College is a residential liberal arts college of the Evangelical Lutheran Church of Canada with degree-granting authority.

## REQUIREMENTS FOR SPECIAL EDUCATION

| UNIVERSITY TRANSFER PROGRAM |
| --- |
| No special education courses |

A student may earn a B.A. or a B.Sc. there which can be used as a preprofessional program for subsequent admission to professional studies in a variety of areas including Education. A student wishing to complete a B.Ed. degree in the minimum possible time will transfer after completing one or two years. In the Programs for Specific Vocational Interest in the calendar the University College lists a specialization in Special Education as having 0.8 to 3 years offered there. No specific program for such a specialization is given. Several psychology courses are available which do not specifically include special education content.

# CANADIAN UNION COLLEGE



## DESCRIPTION

Canadian Union College is the only Seventh-Day Adventist college in Canada. It may confer baccalaureate degrees in divinity and offer various programs leading to diplomas and certificates. Under the terms of an affiliation agreement with the University of Alberta it can provide courses of study which are approved by the General Faculties of the University. An extended campus agreement with Union College in Lincoln, Nebraska allows the college to confer Bachelor of Education, Bachelor of Arts and Bachelor of Science degrees. Graduates from the Union College Extended Campus Program at Canadian Union College are generally eligible to receive Alberta teacher certification. Through Extended Campus Agreements Loma Linda University, Riverside, California, offers on the campus of Canadian Union College two graduate professional programs, the Master of Arts in Elementary Education and the Master of Science Program in Marriage and Family Therapy.

# REQUIREMENTS FOR SPECIAL EDUCATION

| ASSOCIATE OF SCIENCE IN EARLY CHILDHOOD EDUCATION |
|---|
| 62 credits<br>1 course with Special Education content |

## ASSOCIATE OF SCIENCE IN EARLY CHILDHOOD EDUCATION

The two-year Associate of Science degree requires the completion of 62 credits having various emphases in education. One of the required education courses is EDPS 316 Psychology of the Exceptional Child.

| B.Ed. THROUGH UNION COLLEGE IN LINCOLN, NEBRASKA | | |
|---|---|---|
| Elementary Education | Junior High Education | Secondary Education |
| 133 credits<br>1 course with Special Education content | 133 credits<br>1 course with Special Education content | 133-142 credits<br>1 course with Special Education content |

## B.Ed. THROUGH UNION COLLEGE IN LINCOLN, NEBRASKA

Each program consists of core requirements, education requirements and electives. None of the major, minor or specialization routes deals with education of exceptional children.

1. Core requirements - 37 credits in Religious Studies, History, Science and Mathematics, Language and Communications, Physical Education

2. Program in Elementary Education - 133 credits

   One of the required education courses is EDPS 316 Psychology of the Exceptional Child.

3. Program in Junior High Education - 133 credits with at least two minors of 18-24 credits each.

   One of the required education courses is EDPS 316 Psychology of the Exceptional Child.

4. Program in Secondary Education - 133 credits with a specialization of 36-40 credits and a minor of 18-24 credits.

   One of the required education courses is EDPS 316 Psychology of the Exceptional Child.

Table 25 indicates the number of required courses in special education.

*Table 25*

Preparation of the Teacher: Canadian Union College

| Programs | Number of Courses in Special Education |
|---|---|
| Associate of Science in Early Childhod Education | 1 |
| B.Ed. through Union College in Nebraska | 1 |

Table 26 lists the special education courses. Descriptions of these courses are found in Appendix M.

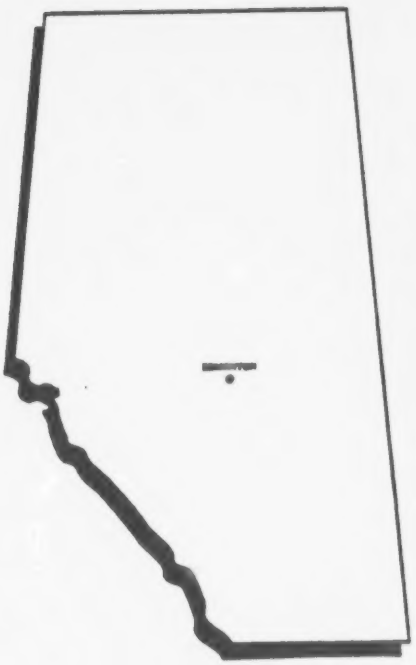
*Table 26*

Programs and Required and Optional Courses
That Pertain to Special Education: Canadian Union College

Key * - Required

| | | c.w. | Associate of Science in Early Childhood Education | B.Ed. via Union College: Elementary Education | B.Ed. via Union College: Junior High Education | B.Ed. via Union College: Secondary Education |
|---|---|---|---|---|---|---|
| SOCI 203 | Social Problems | 3 | | | | |
| EDPS 316 | Exceptional Child | 3 | * | * | * | * |
| EDCI 428 | Special Education in the Classroom | 3 | | | | |

# CONCORDIA COLLEGE



Concordia College is a co-educational liberal arts college offering a high school curriculum in addition to university transfer programs and three-year general degree programs leading to the Bachelor of Arts and the Bachelor of Science Degrees. Owned and operated by the Lutheran Church - Canada, Concordia also offers several programs for church professions.

## REQUIREMENTS FOR SPECIAL EDUCATION

| UNIVERSITY TRANSFER PROGRAM |
| --- |
| First year in B.Ed. with a minor in Special Education. |

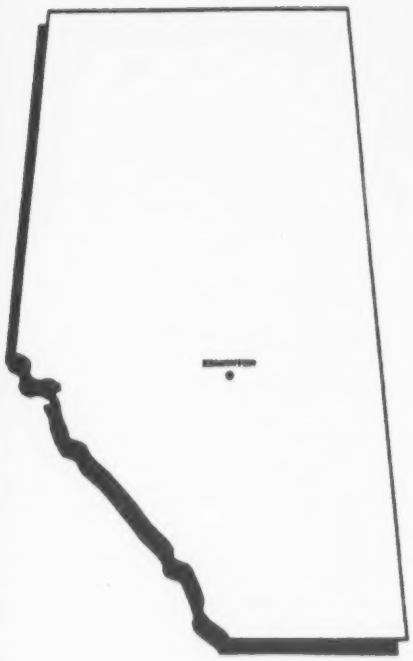
The transfer program is affiliated with the University of Alberta. The requirements for a Bachelor of Education degree include a minimum of twenty full-session courses over a four-year period. Students wishing to pursue careers in early childhood or special education may enroll at Concordia College for one year only. During this year they take EDFDN 201, EDPSY 163, ED PR 151, CMPT 261 and non-education courses. The only special education course listed is Educational Psychology 341 - Psychology of Exceptional Children and Youth.

Programs and Required and Optional Courses
That Pertain to Special Education: Concordia College

| Key * - Required | | |
|---|---|---|
| | | Transfer Program for B.Ed. |
| Educational Psychology 341 | Psychology of Exceptional Children and Youth | * |

A description of this course is provided in Appendix N.

# THE KING'S COLLEGE



## DESCRIPTION

The King's College is a Christian liberal arts college affiliated with the University of Alberta which can grant three-year Bachelor of Arts and Bachelor of Science degrees.

## REQUIREMENTS FOR SPECIAL EDUCATION

| TRANSFER PROGRAM |
| --- |
| One-year for B.Ed. with a Special Education specialization |

1. A one-year transfer program in special education and secondary education to selected Canadian institutions.

   No special education courses are required.

2. Two-year transfer program in elementary education to selected Canadian institutions.

   No special education courses are required.

3. Three-year transfer program

   No special education courses are required.

4. After Degree Program - Students take a three-year B.A. or B.Sc. at the King's College and then transfer to a teacher education institution in Canada or U.S.A. to complete their B.Ed. requirements in an additional one to two years.

   No special education courses are required.

The courses offered which have Special Education content are the following:

| | |
|---|---|
| EDPS 341 | Psychology of Exceptional Children and Adolescents (3 credits) |
| EDPS 499 | Special Studies in Educational Psychology (3 credits) |

Table 27 indicates the number of required special education courses.

*Table 27*

Preparation of the Classroom Teacher: The King's College

| Programs | Number of Courses in Special Education |
|---|---|
| B.Ed. Transfer | 0 |
| B.Ed. with special education specialization | 0 |

Table 28 lists the special education courses. Descriptions of these courses are found in Appendix O.

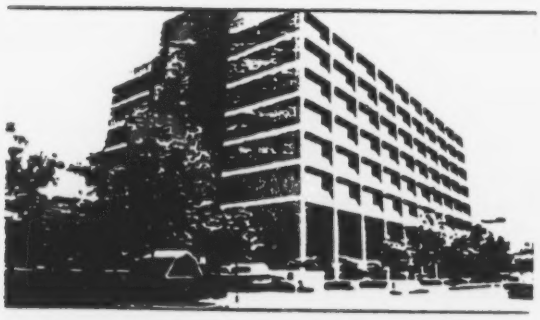
*Table 28*

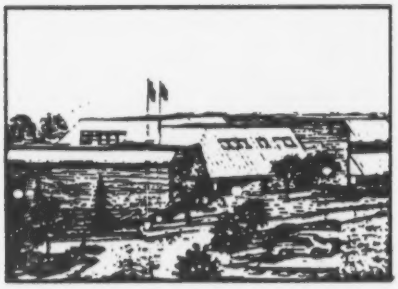
Programs and Required and Optional Courses
That Pertain to Special Education: The King's College

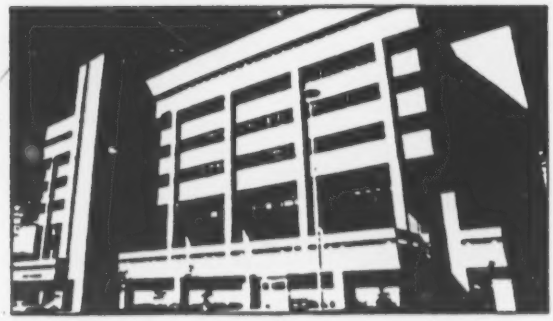
Key * - Required
O - Optional

| | | Transfer Program for B.Ed. to University of Alberta |
|---|---|---|
| EDPS 341 | Psychology of Exceptional Children and Adolescents | O |
| EDPS 499 | Special Studies in Educational Psychology | O |

# ALBERTA VOCATIONAL COLLEGES







## DESCRIPTION

There are four Alberta Vocational Colleges in Alberta designed to assist students to continue their learning after their education has been interrupted. They include AVC Edmonton, AVC Calgary, AVC Lesser Slave Lake, and AVC Lac La Biche. In addition to these main campuses, Alberta Vocational Colleges operate satellite learning centres throughout the province.

## REQUIREMENTS FOR SPECIAL EDUCATION

| CERTIFICATE PROGRAMS | DIPLOMA PROGRAMS | UNIVERSITY TRANSFER |
|---|---|---|
| C. 2. Early Childhood Development<br>Some courses for certificate at Lesser Slave Lake | A. 2. Early Childhood Development<br>First year in Diploma Program at Lac La Biche<br>15 courses<br>No courses with special education content | C. 1. Sunrise Project - Lesser Slave Lake |
| A. 1. Rehabilitation Services<br>One-year Certificate at Lac La Biche<br>19 courses<br>9 courses with special education content | | |
| B. 1. Residential Aide<br>Twelve-week Certificate at Edmonton | | |
| Inservice Programs<br>1. Personal Care Aide - Edmonton<br>2. Home Support Aide - Edmonton<br>3. Certified Care Attendant to the Physically Disabled | | |

## A. AVC LAC LA BICHE

### 1. Rehabilitation Services

The Rehabilitation Services Program provides the student with general skills in the rehabilitation of handicapped persons. It is offered in a one-year certificate program at AVC Lac La Biche. A student desiring a diploma could then transfer to the second year of diploma level programs offered at Grande Prairie Regional College, Grant MacEwan Community College, Lethbridge Community College, Mount Royal College, or Red Deer Community College. Nineteen courses are listed in the year's work required for the certificate program. Of these, the following have specific special education content:

RP 100.3 Human Services - Values and Issues
RP 101.3 Developmental Disabilities
RP 102.3 Observation and Assessment
RP 105.3 Practicum
RP 205.3 Practicum
RP 200.3 Program Module I
RP 202.3 Program Design I
RP 203.3 Helping - Theory and Skills
RP 206.3 Internship

2. Early Childhood Development

Fifteen courses are listed in the first year of a diploma program for Early Childhood Development, including twenty-four weeks of courses and twelve weeks of field placement. During this first year no courses specify Special Education content. The student must transfer to the second year of the program at an accredited Alberta college.

## B. AVC EDMONTON

1. Residential Aide

This twelve-week Certificate program prepares individuals for employment as personal care workers. The program is offered at the Edmonton Downtown Campus. Two weeks of work experience are included. The topics included in the program are:

- Addictions
- Family Violence
- Coping with Loss
- Emergency First Aid
- Home Care Orientation
- Home Management
- Human Relations and Communications
- Job Search
- Life Cycle (Stages of Growth)
- The Mentally Handicapped
- Nutrition
- Personal Care
- The Physically Disabled
- Role of the Residential Aide
- Understanding the Elderly

## C. AVC LESSER SLAVE LAKE

1. Sunrise Project

Professors from Edmonton travel to Slave Lake and classes are scheduled in three-hour blocks. Students can work towards degrees from the University of Alberta by studying at the Sunrise Project at Slave Lake for a one-year or two-year period and then transferring to the University campus to complete their work. No reference to special education is made. Courses are also offered to aid in course completion for the three undergraduate degrees available through Athabasca University (Bachelor of Arts, Bachelor of Administration, Bachelor of General Studies).

2. Early Childhod Development

Early Childhood Development certificate courses are sometimes offered through teleconferencing from a university or college.

Table 29 indicates the number of special education courses in two certificate programs.

*Table 29*

Preparation of the Teaching Assistant: Alberta Vocational Colleges

| Programs | Number of Courses in Special Education |
|---|---|
| Rehabilitation Services - Certificate | 9 |
| Early Childhood Development - Certificate or First year in Diploma | 0 |

Table 30 lists the special education courses. Descriptions of these courses are found in Appendix P.

*Table 30*

Programs and Required and Optional Courses
That Pertain to Special Education: Alberta Vocational Colleges

Key * - Required

| | | Rehabilitation Services - First year only - Lac La Biche | Early Childhood Development - First year only - Lac La Biche | Sunrise Project - Lesser Slave Lake |
|---|---|---|---|---|
| RP 100.3 | Human Services - Values and Issues | * | | |
| RP 101.3 | Developmental Disabilities | * | | |
| RP 102.3 | Observation and Assessment | * | | |
| RP 105.3 | Practicum I | * | | |
| RP 200.3 | Program Module I | * | | |
| RP 202.3 | Program Design I | * | | |
| RP 203.3 | Helping - Theory and Skills | * | | |
| RP 205.3 | Practicum II | * | | |
| RP 206.3 | Internship | * | | |

## D. INSERVICE PROGRAMS

These inservice programs are available for attendants already working in the field:

1. AVC Edmonton - Personal Care Aide Inservice Training

   This self-paced program prepares individuals to provide care to residents in the nursing home setting. Students are expected to complete it within twelve months. Successful completion of the program qualifies graduates for a Personal Care Aide Certificate. Due to the nature of the program, it is administered at the Downtown Campus in Edmonton and can be accessed through most nursing homes in Alberta. These aides may work in schools.

2. AVC Edmonton - Inservice Training Program for Home Support Aides

   Applicants must be employed as home support workers at agencies registered in the program before they take the training. This competency-based certificate program is self-paced and learners are expected to complete it in twelve months.

3. AVC Calgary - Certified Care Attendant to the Physically Disabled

   Applicants must be currently employed. Students are prepared to provide personal care to physically disabled individuals in institutional, residential and independent home settings. The certificate is received after twenty-six weeks, thirteen weeks in the classroom and laboratory training at AVC, and thirteen weeks of work experience with clients in agencies and in home settings.

# ANALYSIS OF SIGNIFICANT FINDINGS - SPECIAL EDUCATION COURSES AT POST-SECONDARY INSTITUTIONS

1. Alberta teachers trained to teach in regular classrooms have little preparation in Special Education. No course in special education is required except at the University of Calgary where one course is mandatory in all B.Ed. program routes.

2. Although most of the colleges have courses transferable to the universities, only a few of the courses have content that is considered to be special education.

3. There is a lack of programs and courses in special education at the undergraduate level in the universities. This indicates that there is a greater emphasis in preparing individuals at the graduate level to assume leadership and specialist roles in special education.

4. The majority of special education courses offered in Alberta universities do not deal directly with integration practices for the regular classroom teacher.

5. In the teacher assistant programs at the college level only a few courses deal with management of exceptional students.

6. There is a perceived need for formal training in current teacher assistant programs in dealing with special education students. Teacher aide training is available at only two colleges in the province.

7. Students with a Rehabilitation Services diploma from the colleges have more information and knowledge relating to special education than do most practising classroom teachers.

# 2

# CONTINUING EDUCATION

Most of the universities, colleges and school jurisdictions offer continuing education courses for evening study or on a part-time basis. An individual interested in taking training to be a teacher assistant could begin his/her studies at one of these centres. Some of the courses which are pertinent to special education include the following:

**American Sign Language** - ASL is the distinctive language of deaf individuals in North America and is a vital expression of the cultural and group identity of the deaf community.

(1) Alberta College - Levels 1 and 2

(2) Grant MacEwan Community College - Levels 1 to 4

(3) Edmonton Public Schools - Levels 1 and 2

(4) N.A.I.T. - Westerra Campus - Levels 1 and 2

(5) Mount Royal College - Levels 1 to 3 and Conversation Skills

**Teacher Aide Courses**

(1) Grant MacEwan Community College - TA 230.3 Learning Disabilities (Evening Credit Course)

(2) Grant MacEwan Community College - Out-of-Town Courses at Drayton Valley

**Early Childhood Development Courses**

(1) Grant MacEwan Community College - Evening Credit Courses

(2) Alberta Vocational Colleges - Distance Education

(3) Mount Royal College - Evening Credit Courses

**Rehabilitation Practitioner**

(1) Grant MacEwan Community College - Evening Credit Courses

(2) Grant MacEwan Community College - Self-Study Project

(3) Lethbridge Community College - Correspondence Courses

**Child and Youth Care**

(1) Grant MacEwan Community College - Evening Credit Courses

Teachers can continue or further their education through special education courses offered by the universities. The University of Calgary has a new diploma available through teleconferencing which focuses on the education of the gifted and talented. Several other special education courses are offered via teleconferencing through the Faculty of Continuing Education of the University of Calgary.

# 3

# PROFESSIONAL DEVELOPMENT AND TRAINING THROUGH ALBERTA ADVOCACY GROUPS AND ASSOCIATIONS

**Education Is the Key!**

**What professional development and training do associations/special interest groups provide for their membership and the general public?**

A letter was sent by the Education Response Centre to some 150 associations and agencies in order to obtain information on professional development and training offered to their members and the public. See Appendix Q for a copy of the letter. Of the 13 (9%) associations who responded, five informed us that they offer regular seminars, workshops and conferences.

The associations who responded to our letter were:

1. **Epilepsy Association of Calgary** - The Epilepsy Association offers a public education program to individuals and groups through brochures, pamphlets, fact sheets and courses.

   The following courses were scheduled for February - May 1991:

   a. *Genetics and Epilepsy* (a three-session course): February 28 - March 19, 1991

   b. *Epilepsy's Unsolved Mysteries:* March 28, 1991

   c. *What Is Epilepsy:* May 9, 1991

   d. *Communicating Effectively with Health Care Professionals:* May 23, 1991

2. **Gateway Association for Community Living** - The Gateway Association offers occasional opportunities for professional development and training. The seminar, "It's My Future: Adapting and Growing with a Person Who is Mentally Disabled" was offered in October 1990.

3. **The Learning Centre** - The Calgary Society for Students with Learning Disabilities operates the Learning Centre, focussing on research, professional development and direct service to clients.

   In the area of professional development, the Learning Centre offers courses, workshops and seminars with invited speakers to the general interest public. The 1991 program includes:

   1. Enhancing Consulting Skills for School Psychologists
   2. Cognitive Curriculum for Young Children
   3. Students with Learning Difficulties in the School Library
   4. Managing Classroom Behaviour Effectively
   5. Instrumental Enrichment
   6. The Collaborative Consultant
   7. Communicating with Parents of Children with Special Needs
   8. Using Specialized (Skemp) Materials in the Learning Disabilities Classroom
   9. Assessment and Program Planning for Adults with Learning Difficulties

4. **Learning Disabilities Association of Alberta** - In addition to the Annual Conference held every Fall, Learning Disabilities Association of Alberta chapters offer various workshops and seminars.

5. **Technical Resource Centre** - The Technical Resource Centre in Calgary advocates the use of technical aids to assist disabled individuals to achieve greater independence and an improved quality of life. To this end, the Centre offers the following services:

    1. Orientation
    2. Library: books, equipment
    3. Assessment and Consultation
    4. Seminars: Augmentative Communications
       Computer Access Strategies
       Toys and Microswitches
       Custom Computer Interfaces

# 4

## RELATED STUDIES:

- **Francophone Teachers**
- **Paraprofessionals**

**What other recent related studies/surveys relate to the provision of professional development and training in special education for school personnel?**

## FRANCOPHONE TEACHER SURVEY

A questionnaire was sent to teachers, administrators and others involved with francophone programs and schools in April 1990 to assess the needs of special education students and their teachers in Alberta's francophone programs. Information was sought on various topics: curriculum modifications, teaching strategies, assessment tools, program criteria, personnel roles, student expectations, preparation of individualized program plans and professional development. The results were published in a *Special Education Discussion Paper* prepared by Suzanne Gareau-Kubicki.*

Of particular interest to the Professional Development and Training Unit of the Education Response Centre is the question on the teacher's survey regarding professional development needs. This question (#7, page 14) is worded: "Specify your needs with regard to professional development in the field of special education." The answers were rated according to the frequency of response. Many of the responses were requests for workshops. These were all worded to the effect that workshops are required to gain greater knowledge and understanding of the area of a stated disability or impairment, to identify students with that disability, and to obtain practical ideas and suggestions for appropriate instructional strategies and resources. For conciseness, these will be shortened to a request for workshops.

Professional development needs in order of frequency of response:

1. Workshops on learning disabilities (f=14)
2. Workshops on gifted and talented (f=14)
3. Books, exercises, activities or tips on helping students to develop further (f=14)
4. Workshops on behaviour disorders (f=13)
5. Specific courses on differentiating curriculum to meet the needs of students working at different levels (f=13)
6. Meetings with specialists (f=12)

* Gareau-Kubicki, Suzanne. (1990) *Special Education Discussion Paper: Findings of the Survey and Proposed Action Plan*. Alberta Education.

# PARAPROFESSIONAL
# TRAINING NEEDS SURVEY*

## 1: ABSTRACT

This survey assessed the training needs of paraprofessionals/teacher aides working with children with special needs in schools in Southern Alberta. The subjects were 590 teacher aides and 425 school-based administrators.

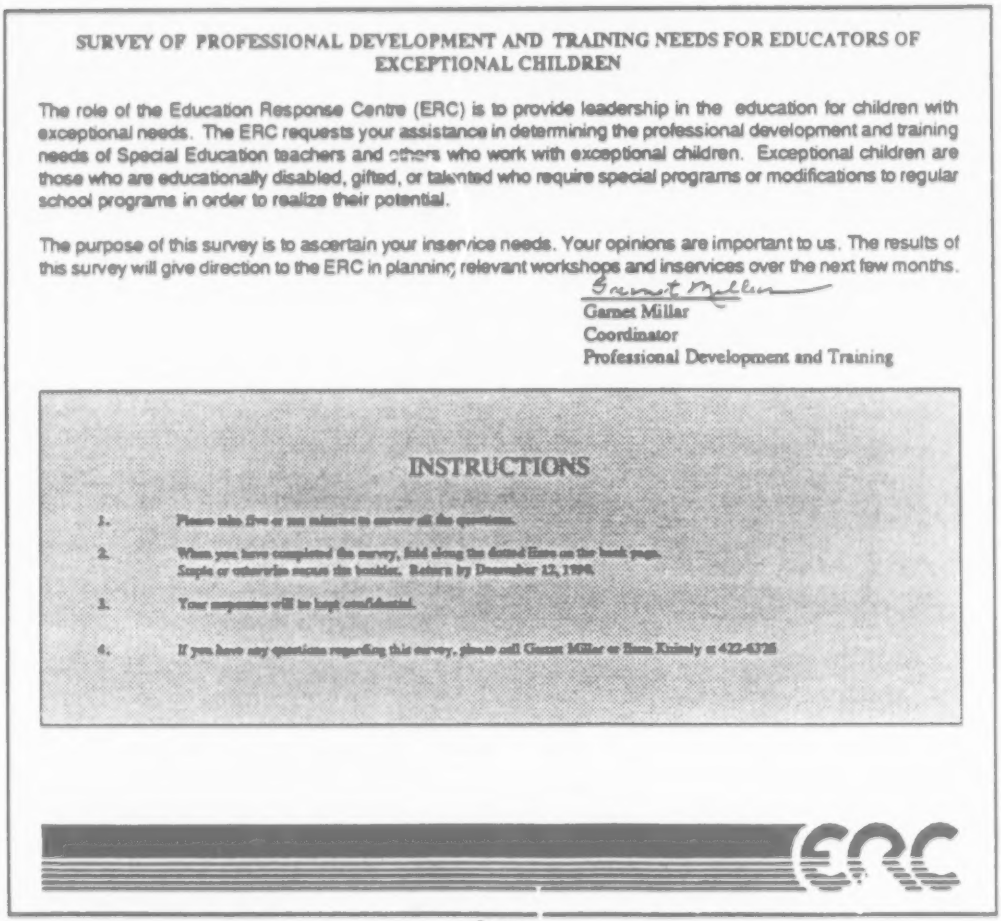
Highlights of the findings are as follows:

- Most teacher aides have had less than ten years' experience.
- Fewer aides work with post-elementary-aged children than with elementary-aged children.
- Aides work with a wide spectrum of handicapping conditions, in both segregated and integrated settings.
- Paraprofessionals possess a wide variety of training, not all of which is related to their areas of work.
- Paraprofessionals feel that training for their work is very important but inadequate, and incentives for training are lacking.
- While paraprofessionals expressed a strong desire for personal improvement in their areas of work, they felt that inadequate financial returns and lack of job security prevented them from following through.
- Paraprofessionals feel that incentives in the form of wage increases or advancement opportunities would motivate them to take training courses.
- Formal paraprofessional training is limited.
- Administrators see a need for more training for special education aides.
- Paraprofessionals as well as administrators feel that inservices should be provided at or near the location of employment of the aide.

* *Training Needs Survey of Special Education Teacher Aides: An Executive Summary.* (June, 1989) Calgary: Education Response Centre - South, page 1.

# 5

# SURVEY RESULTS OF PROFESSIONAL DEVELOPMENT AND TRAINING NEEDS FOR EDUCATORS OF EXCEPTIONAL CHILDREN



SURVEY OF PROFESSIONAL DEVELOPMENT AND TRAINING NEEDS FOR EDUCATORS OF EXCEPTIONAL CHILDREN

The role of the Education Response Centre (ERC) is to provide leadership in the education for children with exceptional needs. The ERC requests your assistance in determining the professional development and training needs of Special Education teachers and others who work with exceptional children. Exceptional children are those who are educationally disabled, gifted, or talented who require special programs or modifications to regular school programs in order to realize their potential.

The purpose of this survey is to ascertain your inservice needs. Your opinions are important to us. The results of this survey will give direction to the ERC in planning relevant workshops and inservices over the next few months.

Garnet Millar
Coordinator
Professional Development and Training

INSTRUCTIONS

1. Please take five or ten minutes to answer all the questions.
2. When you have completed the survey, fold along the dotted lines on the back page. Staple or otherwise secure the booklet. Return by December 12, 1994.
3. Your responses will be kept confidential.
4. If you have any questions regarding this survey, please call Garnet Millar or Sean Kinsely at 422-6326

ERC

**What are the professional development and training needs in special education of practising educators (central office personnel, principals, teachers - regular and special education)?**

Staff at the Education Response Centre (ERC) developed and distributed a survey to educators of exceptional children in November, 1990. The purpose of the survey was to determine the professional development and training needs of Special Education teachers and others working with exceptional children. The overall response rate of 37% showed the interest of those sampled. The results were tabulated in January, 1991 and are reported in this document. They will be used to provide the ERC with direction for planning relevant inservices and workshops in the future.

## I DESCRIPTION OF THE SURVEY

A copy of the original survey is included in Appendix R. There were two main parts to the survey. The first section gathered general information about the respondent's teaching assignment, teaching experience, credit courses, inservice training and preferences regarding type and source of professional development. The second section focussed on specific information regarding the areas in which the respondents felt they needed further training.

The first question in the **General Information** section asked for the school jurisdiction of the respondent in an effort to make certain that a good representation was received from all over the province. Question 2 allowed the grouping of the surveys to the teaching assignment of the respondents and each of these groups were tabulated separately. In order to determine future training needs, the number of special education courses taken for credit, the types of professional development recently experienced, and the preference for types of training in the future were asked for in questions 4, 5 and 6. Question 7 was an open-ended request for an opinion as to the source of special education inservice and workshops. Two types of answers were received. Most people indicated organizations or institutions which should supply their training. Many respondents focussed on individuals who should be chosen as presenters. In order to reflect this divergence of interpretation, the results for this question in each set of tabulations are grouped together in this way.

The first question in the **Specific Information** section of the survey specified nine areas and asked respondents to indicate on a four-point rating scale the importance of their need for inservice for each area. The open-ended format of the last two questions allowed those surveyed to request topics for future support and assistance and to express their own opinions and views.

## II SAMPLE

The survey was designed for use with principals, central office special education staff and two groups of teachers - regular classroom teachers and special education teachers. The special education teachers identified themselves as being either full-time special education or part-time special education. The sample was chosen randomly from the six Education zones in the Province of Alberta. A good representation was received from all the zones.

## III RESULTS AND FINDINGS

The survey results were tabulated in three broad categories according to the teaching assignment of the respondents.

1. Teachers
   a. Regular classroom
   b. Special education classroom
      (i) Full-time
      (ii) Part-time
2. Principals
3. Central office special education personnel.

### REGULAR CLASSROOM TEACHERS

**General Information**

A. Return Rate

Of 195 surveys mailed to regular classroom teachers, 43 or 22% responded.

B. Teaching Experience

| Years | Percentage |
|---|---|
| 1 | 4.6 |
| 2-4 | 16.3 |
| 5-9 | 27.9 |
| 10-14 | 16.3 |
| 15-19 | 20.9 |
| 20 or more | 14.0 |

C. Special Education Courses Taken for Credit

| Number of Courses | Percentage |
|---|---|
| 0 | 62.8 |
| 1-2 | 27.8 |
| 3-6 | 4.7 |
| 7 or more | 4.7 |

D. Special Education Inservice Training in the Past Year

| | |
|---|---|
| Offered by School Jurisdiction During Professional Development Days | 34.7% |
| Offered by School Jurisdiction Outside of Professional Development Days | 18.4% |
| Universities or Colleges | 4.1% |
| None | 40.8% |
| Other | 2.0% |

E. Preferred Types of Professional Development and Training

| | |
|---|---|
| One-day workshops | 34.9% |
| Series of workshops | 28.9% |
| Print material | 14.5% |
| Audio-visual material | 8.4% |
| Computer-assisted instruction | 6.0% |
| Teleconference | 2.4% |
| Other (mixed approach) | 4.9% |

F. Preferred Source of Special Education Inservice and Workshops

*The responses indicating organization*

| | |
|---|---|
| Local jurisdictions | 36.7% |
| Alberta Education | 6.2% |
| Universities | 4.1% |
| Alberta Teachers' Association | 2.0% |

*The responses indicating individuals*

| | |
|---|---|
| Experienced classroom teachers | 36.7% |
| Qualified professionals | 14.3% |

**Specific Information**

1. Areas and Importance of Need for Assistance

| Areas | % Not/Somewhat Important | % Very/Extremely Important |
|---|---|---|
| a. Integration of students into the regular program | 26.8 | 73.2 |
| b. Assessment techniques | 19.5 | 80.5 |
| c. Using Individualized Program Plans | 40.0 | 60.0 |
| d. Behavior management techniques | 40.5 | 59.5 |
| e. Special education teaching strategies | 17.5 | 82.5 |
| f. Enrichment ideas | 16.7 | 83.3 |
| g. Reporting of student outcomes | 41.5 | 58.5 |
| h. Communication with parents and other teachers | 41.5 | 58.5 |
| i. Awareness of advocacy and/or community agencies | 56.1 | 43.9 |

2. Specific Topics and Frequency of Response

   a. *Role/Time/Planning*
      - More time needed to meet role demands (f=3)
      - Time needed to work with an aide (f=2)
      - Planning techniques (f=2)

   b. *Student Needs*
      - Dealing with attention-deficit disorder (f=2)

   c. *Resources for Teachers*
      - Materials for teaching mathematics to exceptionals (f=2)
      - Use of technology for exceptional students (f=2)

3. Additional Comments and the Frequency of Response

   - Practical material needed, not theory (f=2)
   - Need for reliable diagnostic tools (f=2)
   - Increased stress level due to integration (f=2)
   - Some students need special programs, not integration (f=2)
   - Students should be streamed at an earlier age (f=2)

## FULL-TIME SPECIAL EDUCATION TEACHER

### General Information

A. Return Rate

Of 195 surveys sent out to special education teachers, 87 of the responses indicated they were in a full-time special education teaching assignment. This represents **45%** of the special education teachers who were sampled.

B. Teaching Experience

| Years | Percentage |
|---|---|
| 1 | 5.7 |
| 2-4 | 16.2 |
| 5-9 | 24.1 |
| 10-14 | 25.3 |
| 15-19 | 8.0 |
| 20 or more | 20.7 |

C. Special Education Courses Taken for Credit

| Number of Courses | Percentage |
|---|---|
| 0 | 17.2 |
| 1-2 | 13.8 |
| 3-6 | 23.0 |
| 7 or more | 46.0 |

D. Special Education Inservice Training in the Past Year

Offered by School Jurisdiction During Professional Development Days..... 35.2%
Offered by School Jurisdiction Outside of Professional Development Days..... 23.4%
Universities or Colleges..... 9.7%
None..... 6.9%
Other (conferences and workshops) ..... 24.8%

E. Preferred Types of Professional Development and Training

One-day workshops..... 37.9%
Series of workshops..... 28.6%
Print material..... 12.6%
Audio-visual material..... 11.5%
Computer-assisted instruction..... 4.4%
Teleconference..... 2.7%
Other (interactive learning)..... 2.3%

F. Preferred Source of Special Education Inservice and Workshops

*The responses indicating organizations*

Local jurisdiction..... 32.5%
Alberta Education..... 15.8%
Alberta Teachers' Association..... 7.0%
Private sector..... 5.3%
Universities..... 3.5%
Other..... 1.7%

*The responses indicating individuals*

Qualified professionals..... 16.7%
Experienced classroom teachers..... 15.8%
Others..... 1.7%

**Specific Information**

1. Areas and Importance of Need for Assistance

| Areas | % Not/Somewhat Important | % Very/Extremely Important |
|---|---|---|
| a. Integration of student into the regular program | 39.3 | 60.7 |
| b. Assessment techniques | 43.5 | 56.5 |
| c. Using individualized program plans | 49.4 | 50.6 |
| d. Behavior management techniques | 35.3 | 64.7 |
| e. Special education teaching strategies | 17.9 | 82.1 |
| f. Enrichment ideas | 47.6 | 52.4 |
| g. Reporting of student outcomes | 53.0 | 47.0 |
| h. Communication with parents and other teachers | 47.0 | 53.0 |
| i. Awareness of advocacy and/or community agencies | 44.6 | 55.4 |

2. Specific Topics and Frequency of Response

a. *Role/Time/Planning*
- Inservice needed for regular classroom teachers (f=5)
- Unrealistic expectations of Special Education teachers in the school (f=3)
- Role of the Special Education teacher when integration is complete (f=3)
- Planning content areas for varied ability levels (f=2)
- Time required to work with an idea (f=2)
- Ways to streamline paperwork (f=2)

b. *Student Needs*
- Problem-solving techniques to deal with behavior disorders (f=4)
- Building self-esteem in learning disabled (f=3)
- Peer support for exceptional students (f=2)
- Social skills development program (f=2)
- Exceptional children and emotional disorders (f=2)

c. *Resources for Teachers*
- Lists of programs and materials available for Special Education (f=8)
- Motivational techniques (f=5)
- Research on the latest methodologies (f=5)
- Ideas for gifted students in regular classrooms (f=3)
- Computer-assisted learning for the disabled (f=3)
- Word-attack strategies (f=3)
- List of available tests (f=2)
- Interpretation of standardized test results (f=2)
- Learning styles and how to use them (f=2)

3. Additional Comments and the Frequency of Response

- Aides need to be provided (f=3)
- Increase of behavior problems in special classes (f=3)
- Too many students in a classroom (f=2)
- Include all systems in inservicing and workshops for cooperative learning (f=2)
- More articulation needed between private and public agencies (f=2)
- Support needed for rural teachers dealing with all levels and all handicaps (f=2)
- Regular classroom teachers need to be inserviced on special needs identification (f=2)

## PART-TIME SPECIAL EDUCATION TEACHERS

### General Information

A. Return Rate

Of 195 surveys sent out to special education teachers, 37 of the responses indicated they were ina part-time special education teaching assignment. This represents **19%** of the special education teachers who were sampled.

B. Teaching Experience

| Years | Percentage |
|---|---|
| 1 | 8.1 |
| 2-4 | 21.6 |
| 5-9 | 16.2 |
| 10-14 | 24.4 |
| 15-19 | 8.1 |
| 20 or more | 21.6 |

C. Special Education Courses Taken for Credit

| Number of Courses | Percentage |
|---|---|
| 0 | 21.6 |
| 1-2 | 24.4 |
| 3-6 | 35.1 |
| 7 or more | 18.9 |

D. Special Education Inservice Training in the Past Year

| | |
|---|---|
| Offered by School Jurisdiction During Professional Development Days | 39.0% |
| Offered by School Jurisdiction Outside of Professional Development Days | 25.4% |
| Universities or Colleges | 13.6% |
| None | 5.1% |
| Other ( conferences and workshops) | 16.9% |

E. Preferred Types of Professional Development and Training

| | |
|---|---|
| One-day workshops | 29.4% |
| Series of workshops | 28.0% |
| Audio-visual material | 16.0% |
| Print material | 12.0% |
| Computer-assisted instruction | 5.3% |
| Teleconference | 5.3% |
| Other | 4.0% |

F. Preferred Source of Special Education Inservice and Workshops

*The responses indicating organization*

| | |
|---|---|
| Local jurisdiction | 30% |
| Alberta Education | 20% |
| Alberta Teachers' Association | 6% |
| Private sector | 6% |
| Universities | 2% |
| Other | 4% |

*The responses indicating individuals*

| | |
|---|---|
| Experienced classroom teachers | 20% |
| Qualified professionals | 10% |
| Other | 2% |

**Specific Information**

1. Areas and Importance of Need for Assistance

| Areas | % Not/Somewhat Important | % Very/Extremely Important |
|---|---|---|
| a. Integration of students into the regular program | 25.7 | 74.3 |
| b. Assessment techniques | 27.8 | 72.2 |
| c. Using individualized program plans | 64.9 | 35.1 |
| d. Behavior management techniques | 62.2 | 37.8 |
| e. Special Education teaching strategies | 24.3 | 75.7 |
| f. Enrichment ideas | 30.6 | 69.4 |
| g. Reporting of student outcomes | 44.1 | 55.9 |
| h. Communication with parents and other teachers | 45.7 | 54.3 |
| i. Awareness of advocacy and/or community agencies | 58.8 | 41.2 |

2. Specific Topics and Frequency of Response

   a. *Role/Time/Planning*
   - Teacher time allocation needs (f=2)

   b. *Student Needs*
   - Self-esteem problem in Special Education students (f=3)
   - Dealing with native minorities (f=2)

   c. *Resources for Teachers*
   - Reading techniques (f=3)
   - List of programs, materials and ideas for Special Education (f=3)
   - Computer programs for exceptional students (f=3)
   - Teaching mathematics to special needs students (f=3)
   - Art and the fine arts for exceptional students (f=2)
   - Ways to help the learning disabled students and their teachers (f=2)

3. Additional Comments and the Frequency of Response
   - Gearing of workshops to small school systems lacking resources (f=2)

## PRINCIPALS

### General Information

A. Return Rate

Of 195 surveys mailed to school principals, 71 responses were received, a return rate of 36%.

B. Teaching Experience

| Year | Percentage |
|---|---|
| 1 | |
| 2-4 | |
| 5-9 | 8.6 |
| 10-14 | 17.2 |
| 15-19 | 27.1 |
| 20 or more | 47.1 |

C. Special Education Courses Taken for Credit

| Number of Courses | Percentage |
|---|---|
| 0 | 45.7 |
| 1-2 | 24.3 |
| 3-6 | 15.7 |
| 7 or more | 14.3 |

D. Special Education Inservice Training in the Past Year

Offered by School Jurisdiction During Professional Development Days..... 41.2%
Offered by School Jurisdiction Outside of Professional Development Days..... 22.5%
Universities or Colleges..... 5.0%
None..... 18.8%
Other (conferences)..... 12.5%

E. Preferred Types of Professional Development and Training

One-day workshops..... 36.4%
Series of work-shops..... 32.2%
Print materials..... 13.6%
Audio-visual materials..... 7.6%
Computer-assisted instructions..... 4.3%
Teleconference..... 2.5%
Other..... 3.4%

F. Preferred Source of Special Education Inservice and Workshops

*The responses indicating organizations*

Local jurisdictions..... 32.6%
Alberta Education..... 24.4%
Universities..... 2.3%
Private sector..... 2.3%
Alberta Teachers' Association..... 1.2%

*The responses indicating individuals*

Qualified professionals..... 20.9%
Experienced classroom teachers..... 14.0%
Others..... 2.3%

**Specific Information**

1. Areas and Importance of Need for Assistance

| Areas | % Not/Somewhat Important | % Very/Extremely Important |
|---|---|---|
| a. Integration of students into the regular program | 20.9 | 79.1 |
| b. Assessment techniques | 31.4 | 68.6 |
| c. Using individualized program plans | 33.8 | 66.2 |
| d. Behaviour management techniques | 23.5 | 76.5 |
| e. Special education teaching strategies | 20.1 | 79.9 |
| f. Enrichment ideas | 32.8 | 67.2 |
| g. Reporting of student outcomes | 38.5 | 61.5 |
| h. Communication with parents and other teachers | 23.2 | 76.8 |
| i. Awareness of advocacy and/or community agencies | 35.8 | 64.2 |

2. Specific Topics and Frequency of Response

a. *Role/Time/Planning*
- Working with aides and resource personnel (f=2)

b. *Student Needs*
- Implementation of behavior management plans (f=3)
- Development of processing and thinking skills (f=2)

c. *Resources*
- Problem of resource acquisition (f=4)
- Indications of exceptionality (f=2)

3. Additional Comments and the Frequency of Response

- Needs for ongoing inservice training (f=3)

## SPECIAL EDUCATION CENTRAL OFFICE PERSONNEL

### General Information

A. Return Rate

Of 225 surveys mailed to special education central office staff, 60 responses were received. This represents a return rate of 27%.

B. Teaching Experience

| Year | Percentage |
|---|---|
| 1 | |
| 2-4 | 5.0 |
| 5-9 | 11.7 |
| 10-14 | 21.7 |
| 15-19 | 20.0 |
| 20 or more | 41.6 |

C. Special Education Courses Taken for Credit

| Number of Courses | Percentage |
|---|---|
| 0 | 10.0 |
| 1-2 | 8.3 |
| 3-6 | 25.0 |
| 7 or more | 56.7 |

D. Special Education Inservice Training in the Past Year

Offered by School Jurisdiction During Professional Development Days..... 33.8%
Offered by School Jurisdiction Outside of Professional Development Days..... 29.3%
Universities or Colleges..... 14.6%
None..... 0.0%
Other (conferences) ..... 22.3%

E. Preferred Types of Professional Development and Training

| | |
|---|---|
| One-day workshops | 33.0% |
| Series of workshops | 33.0% |
| Print material | 10.1% |
| Teleconference | 8.3% |
| Audio-visual material | 4.6% |
| Computer-assisted instruction | 3.7% |
| Other (2-3 day workshops) | 7.3% |

F. Preferred Source of Special Education Inservice and Workshops

*The responses indicating organization*

| | |
|---|---|
| Alberta Education | 34.2% |
| Local jurisdictions | 13.2% |
| Universities | 11.8% |
| Alberta Teachers' Association | 7.9% |
| Other (combined effort) | 5.3% |

*The responses indicating individuals*

| | |
|---|---|
| Qualified professionals | 18.4% |
| Experienced classroom teachers | 9.2% |

**Specific Information**

1. Areas and Importance of Need for Assistance

| Areas | % Not/Somewhat Important | % Very/Extremely Important |
|---|---|---|
| a. Integration of students into the regular program | 18.9 | 81.1 |
| b. Assessment techniques | 27.6 | 72.4 |
| c. Using indivisualized program plans | 39.6 | 60.4 |
| d. Behavior management techniques | 17.5 | 82.5 |
| e. Special education teaching strategies | 22.4 | 77.6 |
| f. Enrichment ideas | 42.1 | 57.9 |
| g. Reporting of student outcomes | 44.1 | 55.9 |
| h. Communication with parents and other teachers | 55.3 | 44.7 |
| i. Awareness of advocacy and/or community agencies | 55.3 | 44.7 |

2. Specific Topics and Frequency of Response

a. *Role/Time/Planning*
- Adapting the curriculum to special needs (f=6)
- Mainstreaming and teacher anxiety level (f=3)

b. *Student Needs*
   - Behavior disorders (f=7)
   - Development of self-esteem in special needs students (f=2)
   - Development of social skills (f=2)

c. *Resources*
   - Need for new tests (f=3)
   - Revision of curriculum for special needs (f=2)
   - Programming for the gifted and talented (f=2)
   - Funding for early intervention and PUG (f=2)

3. Additional Comments and the Frequency of Response
   - Workshops must be held in centres other than Edmonton and Calgary (f=5)

# IV OVERALL RESULTS FOR TOTAL SAMPLE

## A. RESPONSE RATE

The overall response rate was 37%.

Response rate by sample groups are as follows:

Regular teachers..... 22%
Special education teachers..... 64%
Principals..... 36%
Central office staff..... 27%

## B. TEACHING EXPERIENCE

| Years | Regular Teachers % | Sp. Ed. Teachers (Part-time) % | Sp. Ed. Teachers (Full-time) % | Principals % | Central Office Special Education % |
|---|---|---|---|---|---|
| 1 | 4.6 | 8.1 | 5.7 | 0.0 | 0.0 |
| 2-4 | 16.3 | 21.6 | 16.2 | 0.0 | 5.0 |
| 5-9 | 27.9 | 16.2 | 24.1 | 8.6 | 11.7 |
| 10-14 | 16.3 | 24.4 | 25.3 | 17.2 | 21.7 |
| 15-19 | 20.9 | 8.1 | 8.0 | 27.1 | 20.0 |
| 20 or more | 14.0 | 21.6 | 20.7 | 47.1 | 41.6 |

## C. SPECIAL EDUCATION COURSES TAKEN FOR CREDIT

| Number of Credit Courses | Regular Teachers % | Sp. Ed. Teachers (Part-time) % | Sp. Ed. Teachers (Full-time) % | Principals % | Central Office Special Education % |
|---|---|---|---|---|---|
| 0 | 62.8 | 21.6 | 17.2 | 45.7 | 10.0 |
| 1-2 | 27.8 | 24.4 | 13.8 | 24.3 | 8.3 |
| 3-6 | 4.7 | 35.1 | 23.0 | 15.7 | 25.0 |
| 7 or more | 4.7 | 18.9 | 46.0 | 14.3 | 56.7 |

## D. SPECIAL EDUCATION INSERVICE TRAINING IN THE PAST YEAR

When question 5 of the first section of the survey was designed and printed, it did not include a choice indicating a lack of inservice training. In addition, 7% of principals, 7% of regular classroom teachers, 8% of part-time special education teachers and 12% of full-time special education teachers indicated that they received no such training in the past year.

The table below shows the number and percentage of respondents of all groups who indicated they had received inservice training during the past year. Most respondents showed more than one source of their training; therefore, the percentages will not total 100%.

| Special Education Inservice In Past Year | Number | % |
|---|---|---|
| Offered by jurisdiction during PD days | 168 | 67.2 |
| Offered by jurisdiction outside of PD days | 114 | 45.6 |
| Universities or Colleges | 47 | 18.8 |
| Other | 86 | 34.4 |

## E. PREFERRED TYPES OF PROFESSIONAL DEVELOPMENT AND TRAINING

The following table shows the percentage of the total number of completed surveys returned. Notice that the numbers will not total 100% because most respondents showed more than one type of preferred professional development.

| Type of Professional Development Preferred | Number | % |
|---|---|---|
| One-day workshops | 199 | 66.8 |
| Series of workshops | 168 | 56.4 |
| Print material | 71 | 23.8 |
| Audio-visual material | 54 | 18.1 |
| Computer-assisted instruction | 26 | 8.7 |
| Teleconference | 23 | 7.7 |
| Other | 23 | 7.7 |

## F. PREFERRED SOURCE OF SPECIAL EDUCATION INSERVICE AND WORKSHOPS

When asked who should provide their inservices and workshops the respondents often gave more than one answer. Most of them indicated an organization.

In order of preference their choices are:

1. Local jurisdiction
2. Alberta Education
3. Alberta Teachers' Association
4. Universities
5. Private sector

Of those responses indicating an individual, their choices in order of preference are:

1. Exerienced qualified teachers
2. Qualified professionals

## G. SPECIFIC INFORMATION

1. Areas and Importance of Need for Assistance

A four-point scale was chosen so that a polarization of opinion could be obtained. The numbers for the first two categories in all of the surveys were combined in the following table to produce one not/somewhat important category and the last two columns in the survey were combined into a very/extremely important category.

| Areas | Not/Somewhat Important % | Very/Extremely Important % | Rank Order |
|---|---|---|---|
| a. Integration of students into the regular program | 27.4 | 72.6 | 2 |
| b. Assessment techniques | 32.1 | 67.9 | 3 |
| c. Using individualized program plans | 44.9 | 55.1 | 7 |
| d. Behavior managment techniques | 33.2 | 66.8 | 4 |
| e. Special education teaching strategies | 21.9 | 78.1 | 1 |
| f. Enrichment ideas | 36.4 | 63.6 | 5 |
| g. Reporting of student outcomes | 45.0 | 55.0 | 8 |
| h. Communication with parents and other teachers | 41.3 | 58.7 | 6 |
| i. Awareness of advocacy and/or community agencies | 48.0 | 52.0 | 9 |

The last column shows the ranking of the areas in order of preference. For example, special education teaching strategies received a number one ranking because the highest percentage of educators sampled rated it as being very or extremely important to them.

## V. SIGNIFICENT FINDINGS FROM THE SURVEY

1. Many principals and most regular classroom teachers have no formal special education training.

2. Most regular classroom teachers did not receive special education inservicing over the past year.

3. Topics in order of preference by all educators which should be addressed in future professional development and training sessions are:

   - Special education teaching strategies (78%)
   - Integration of exceptional students into the regular program (73%)
   - Assessment techniques (68%)
   - Behaviour management techniques (67%)
   - Enrichment ideas (64%)

4. The preferred type of professional development is workshops.

5. Teachers and principals preferred that the local jurisdictions provide the inservices and workshops. School jurisdictions' central office staff preferred that the responsibility for these inservices and workshops be given to Alberta Education.

6. Efforts should be made to locate workshops in places other than the major centres.

7. There is a need for a comprehensive listing of resource materials for special education.

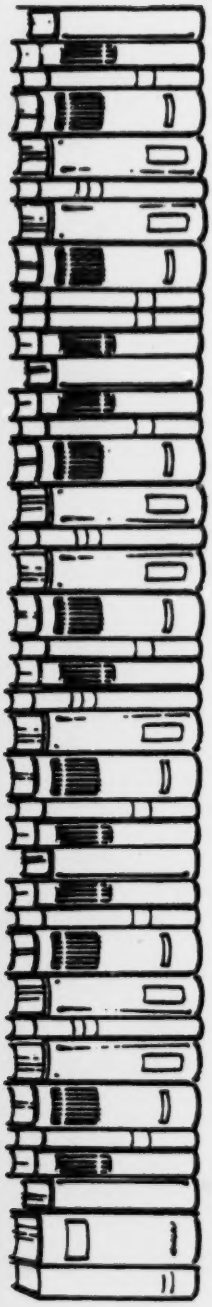
8. Requests were made for current information on applied research information in special education.

9. A review needs to be undertaken of existing test instruments with the intention of creating measures that are appropriate and reliable for Alberta students.

10. Many respondents expressed a concern about an increase in the number of students with behaviour problems.

# APPENDICES

## Descriptions of Special Education Courses



Appendix A - University of Athabasca

Appendix B - University of Alberta

Appendix C - University of Calgary

Appendix D - University of Lethbridge

Appendix E - Grande Prairie Regional College

Appendix F - Grant MacEwan Community College

Appendix G - Keyano College

Appendix H - Lakeland College

Appendix I - Lethbridge Community College

Appendix J - Medicine Hat College

Appendix K - Mount Royal College

Appendix L - Red Deer College

Appendix M - Canadian Union College

Appendix N - Concordia College

Appendix O - The King's College

Appendix P - Alberta Vocational Colleges

* * * * * * * * * * * * * *

Appendix Q - Sample Letter Sent to Associations/Advocacy Groups

Appendix R - Sample of Survey Instrument

# APPENDIX A

## University of Athabasca
## Description of Courses with Special Education Content

A full course is indicated by the course weight number 6. A half-course is indicated by the number 3. The following are listed as electives for a BA Major in Psychology.

### PSYCHOLOGY (PSYC)

***PSYC 389 (3) An Introduction to Learning Disabilities***
This course introduces the field of learning disabilities and focusses mainly on understanding phenomena of learning disabilities from several viewpoints and perspectives. Topics range from legislation pertaining to learning disabilities to providing services to individuals with learning disabilities.

***PSYC 400 (6) Teaching and Managing the Learning Disabled Child***
This course emphasizes practical remedial approaches, specific teaching and management suggestions, special materials development, and various curriculum modifications to meet the needs of learning disabled children. Recommendation: Teaching experience is highly recommended.

# APPENDIX B

## University of Alberta
## Description of Courses with Special Education Content

The course title is followed by a number indicating the course weighting used in computing the grade-point average. Usually a single-term course carries a weight of 3, a full course a weight of 6. The next three numbers in parentheses indicate the hours of instruction required by the course in a week. The format is as follows: the first position indicates lecture hours; the second indicates the hours of seminar (s), demonstration (d), clinic (c), or lecture-lab (L); and the third number indicates the hours of laboratory.

## UNDERGRADUATE COURSES

### Education - Adult, Career and Technology (EDACT)

***EDACT 391 Multiple Activity Laboratory I*** 3(3-0-3)
This is a course with a practicum focus in which the students involved work with exceptional students and regular students from a junior high school in small groups under supervision.

### Elementary Education (ED EL)

***ED EL 413 Speech Problems: Role of the Classroom Teacher*** 3(3-0-0)
A survey course of speech, language and hearing problems of school age children which focusses on teacher's roles in helping these children and adapting instruction to their needs.

### Education - Psychology (EDPSY)

***EDPSY 151 Introduction to Exceptional Children*** 3(3-0-1)
Students are familiarized with traditionally accepted and endorsed areas or types of exceptionality and exposed to a number of contemporary special education issues and controversies.

***EDPSY 155 Developmental and Learning Characteristics of Exceptional Children*** 3(3-0-0)
This course focusses on the implications of the cognitive, affective and learning characteristics of the mildly disabled for assessment, and teaching behaviour management. Applications of research based concepts about cognitive deficits in exceptionals to their instruction in language arts and social skills are emphasized.

***EDPSY 207 Classroom Management of Atypical Adolescents*** 3(3-0-1)
Effective classroom management procedures at the secondary level are examined. The focus is upon students who are in non-academic streams with limited academic skills and poor motivation in some areas. This group includes some educable mentally handicapped and learning disabled students.

***EDPSY 255 Psychoeducational Diagnosis and Assessment of Exceptional Children*** 3(3-0-1)
Students become familiar with the diagnostic instruments and assessment procedures needed by special education teachers in the assessment component of their role and acquire skill in administering, scoring and interpreting a basic battery of psycho-educational and educational tests.

***EDPSY 257 Behavioral Management of Exceptional Children*** 3(3-0-1)
This course provides an eclectic introduction to classroom management and discipline for beginning teachers who will be responsible for exceptional children. The emphasis is on concepts, attitudes and techniques which directly affect a teacher's effectiveness.

***EDPSY 309 Individualizing Instruction for Atypical Adolescents*** 3(3-0-1)
This course has been designed to meet some of the needs of students in secondary education who expect to teach special needs pupils. The three major objectives of this course are: the identification of patterns of strengths and limitations of individual pupils, the adaptation of curriculum and teaching methods to meet these strengths and weaknesses, and the understanding of the preparation of educational and behavioral individualized programs.

***EDPSY 341 Psychology of Exceptional Children and Youth*** 3(3-0-0)
A comprehensive overview of current thought on the psychology of children and youth with physical, intellectual, emotional, sensory and learning difficulties is provided. The purpose of this senior option is to provide those working with atypical students, whether in the regular classroom or in any other field, with orientation and sensitivity to exceptional children.

***EDPSY 343 Education of Exceptional Children and Youth*** 3(3-0-0)
The course is designed to provide a comprehensive introductory overview of educational models, methods, problems, treatment facilities and other educational considerations of children and youth with physical, intellectual, and sensory difficulties. The course is designed as a senior option for individuals intending to teach in regular classrooms.

***EDPSY 359 Instructional Materials and Programming Methods for Special Education*** 2(2-0-0)
The overall goal of this course is to provide movement from theory to practice in Special Education. Course content will include sections of a Teacher Effectiveness Training Program, examination of a proactive approach to behavior management in the classroom, and an overview of lesson and unit planning and the development of the IEP's.

***EDPSY 361 Seminar and Clinical Practicum: Exceptional Children*** 3(0-2s-4)
This course has been designed to develop competence and confidence in student teachers through the provision of practical experiences with special needs children and the integration and interpretation of special education content.

***EDPSY 449 Deafness: An Introduction and Survey*** 4(3-0-2)
This basic survey of the field of education of the hearing impaired covers theory and practice from a historical and current perspective.

***EDPSY 497 Senior Seminars*** 1, 2 or 3 (variable)
Various topics and issues in special education.

## Physical Education and Sport Studies (PESS)

***PESS 240 Adapted Physical Education*** 3(2-0-2)
An introduction to the current trends in the theory and practice in adapted physical education, this course includes a survey of handicapping conditions and methods of dealing with them in integrated programs.

***PESS 345 Practicum in Physical Education for the Mentally Handicapped*** 3(0-2s-2)
Supervised experience in physical activity programs for the mentally handicapped.

***PESS 346 Practicum in Physical Education for the Physically Awkward*** 3(0-1s-3)
Supervised experience in gross motor assessment; prescription of a remedial program; implementation of the program via individual instruction; and leisure counselling of a physically awkward child.

### Speech Pathology and Audiology (SPA)

***SPA 280 Language Development*** 3(3-0-0)
Introduction to child language development as a multi-dimensional phenomenon. Content includes the cognitive and social basis for language as well as an overview of major achievements in semantic, syntactic, pragmatic and phonological development.

***SPA 481 Audiology for Educators of the Hearing Impaired*** 6(3-0-2)
An introduction to audiology including anatomy and physiology of the auditory system, acoustics of speech, basic audiometric tests, amplification systems and habilitative procedures used by the classroom teacher.

## GRADUATE COURSES

Courses numbered at the 500 or 600 level are normally open only to graduate students.

### Elementary Education (ED EL)

***ED EL 508 Diagnosis and Remediation of Reading and Writing Problems I*** 3(3-0-3)
Clinical analysis of reading and writing for the purposes of diagnosis and remediation.

***ED EL 509 Diagnosis and Remediation of Reading and Writing Problems II*** 3(3-0-3)
Clinical analysis of reading and writing for the purposes of diagnosis and remediation.

***ED EL 513 Speech and Oral Language Disorders - Implications in the Elementary Classroom*** 3(3-0-0)
A survey course in speech, language and hearing problems of school age children for experienced teachers. Material focusses on topics of interest of graduate level students, considering wide range curriculum implications of these disorders.

### Education- Psychology (EDPSY)

***EDPSY 544 Principles of Psychological Testing and Assessment*** 3(3-0-1)
The purpose of this course is to acquaint students with the use of standardized psychological tests. The principles and ethics of test administration and interpretation are covered as well as the use of achievement, aptitude, interest, and personality tests.

***EDPSY 545 Individual Psychological Assessment*** 6(3-0-3)
To provide skill in administration and interpretation of individual psychological tests, including tests of ability, achievement, readiness and information processing for clients of all ages.

***EDPSY 546 Preschool Assessment Strategies*** 3(3-0-3)
This course fits into diploma, master's and doctoral programs in basic educational psychology, special education, and counselling psychology as an option in students' programs.

***EDPSY 548 Psychology of Exceptional Children*** 3(3-0-0)
An overview of the psychology of exceptional children with emphasis on intellectual and emotional deviance, learning disability, mental retardation, sensory deficits and the problems of deprivation.

***EDPSY 549 Advanced Course in Psychoeducational Diagnosis*** 3(3-0-1)
To provide skill in administration and interpretation of a variety of psychoeducational measures that show potential in advancing our understanding of exceptional children.

***EDPSY 550 Educational Programming from Psychoeducational Data*** 3(3-0-1)
Developing individualized programs from psychoeducational assessment data.

***EDPSY 551 Instructional Design in Special Education*** 3(3-1L-0)
Teaches knowledge and skills required to design and evaluate instructional sequences and criterion referenced tests for students with handicaps. Empirically-based "Direct Instruction" techniques are emphasized. Strategies are applied in EDPSY 552.

***EDPSY 552 Seminar and Practicum: Instructional Design in Special Education*** 3(1-3L-0)
This course uses a diagnostic-lab. approach in which students are given individual feedback and guidance as they design, construct, test, critique, and revise instructional sequences and criterion referenced tests used with learners having handicaps.

***EDPSY 553 Practicum in Special Education*** variable(variable)
Supervised practicum, individually designed, in a variety of special education settings.

***EDPSY 554 Behaviour Management for Exceptional Individuals*** 3(0-4L-0)
This course features an indepth study of classroom organization, management, and discipline in regular and special education. Selected models such as Assertive Discipline, Teacher-Effectiveness Training, and those of Kounin, Dreikurs and others are contrasted and critically evaluated. Skills important in each of the models are practiced in simulated settings.

***EDPSY 555 Seminar and Practicum in Behavioural Management*** 3(0-3L-0)
This individualized practicum provides an opportunity to develop projects and in other ways practice the management and discipline skills taught in EDPSY 539. Class meetings provide the opportunity to employ the entire group as a resource in relation to one's own practicum goals.

***EDPSY 556 Problems and Issues in Special Education: High Incidence Groups and Service Delivery*** 3(3-0-0)

Considers problems and issues in delivery of special education services to high incidence children with special emphasis on children with borderline intelligence and learning disabilities. Explores (1) issues related to labelling, diagnosis, programming, placement and normalization, and instructional methodology; (2) special problems in programming for preschool and adolescent exceptional children; (3) prevention of handicapping conditions leading to placement in Special Education.

***EDPSY 557 Problems and Issues in Special Education: Research and Professional Practice*** 3(3-0-0)
This core seminar, required for students in the Master's program in Special Education, covers several aspects of research and professional practice involving children with exceptionalities. Research areas reviewed include: social and cognitive bases of learning disorders, validation of intervention methods for specific learning disorders, and program evaluation in Special Education. Professional practice issues reviewed include: ethical guidelines in assessment, intervention, and evaluation; client's rights; informed consent and participation in intervention; and professional development processes.

***EDPSY 558 Development and Learning of Exceptional Children and Adults*** 3(3-0-0)
A consideration of the value of current theories and relevant research in learning and development for understanding exceptional children and adults.

***EDPSY 559 Theory and Research in Mental Retardation*** 6(3-0-0)
This course concerns developmental disabilities, and focusses on mental retardation. Topics to be discussed include: prevalence and incidence of various kinds of mental retardation; intelligence and intellectual deficit; cognitive functions, including their development; effect of malnutrition, alcohol, and drugs on intellectual competence; remediation; a unified theory of mental retardation and learning disabilities.

***EDPSY 560 Seminar on Research in Special Education*** 6(0-3s-0)
Research seminar for Master's students in the field of Special Education. Topics include an analysis of conceptual and empirical models in the field with reviews of quantitative and qualitative methodology. An emphasis is placed upon ethical considerations and the analysis of constraints of ecological validity.

***EDPSY 561 Behaviour Disorders of Childhood and Adolescence*** 3(2-1s-0)
This course surveys the area of behaviour disorders of childhood and adolescence. The topics include: the concept of abnormality; classification; theoretical models; etiology; assessment; treatment; classroom instruction and management; prevention; and the characteristics of externalizing, internalizing and psychotic children.

***EDPSY 564 Oral Communication in the Instruction of Hearing Impaired Students*** 3(2-1s-2)
A practical course to develop speech teaching skills in intending teachers of hearing impaired students. Focusses on analytical and synthetical approaches to teaching speech and speech reading.

***EDPSY 565 Manual Communication in the Instruction of Hearing Impaired Students*** 3(2-1s-1)
Develops skills in expressive and receptive manual communication in intending teachers of hearing impaired students. Focusses on the use of these skills in a classroom setting, rather than the training of interpreters.

***EDPSY 566 Curriculum Design and Instructional Strategies for Hearing Impaired Students*** 3(2-1s-1)
Explores the need for an integrated approach in planning and adapting existing curricula to meet the needs of hearing impaired students. The course will also explore the use of different instructional techniques with hearing impaired students.

***EDPSY 567 Social Psychology of Hearing Impairment*** 3(2-0-2)
A course designed to develop an understanding of basic psychological social processes associated with deafness. It will emphasize preventative techniques in mental health and foster empathy with the personal and social needs of deaf students.

***EDPSY 569 Language Development and Remediation with Hearing Impaired Students*** 3(1-1s-3)
Application and development of the skills acquired in the basic communication course. Focusses on evaluation and analytical skills on a diagnostic/prescriptive approach.

***EDPSY 570 Practicum in Education of Hearing Impaired Students*** (variable)
Supervised placement in a classroom for hearing impaired students.

***EDPSY 571 Internship in Education of Hearing Impaired Students*** (variable)
Supervised placement for experienced teachers of hearing impaired and other professionals in this or a related area.

***EDPSY 577 Severe Disabilities: Orientation*** 3(0-0-3)
Basic field experience in classroom or similar setting serving students with severe and multiple handicaps. Individually developed practicum plan identifies competencies and methods of evaluation.

***EDPSY 578 Severe Disabilities: Behaviour Management*** 3(3-0-0)
Behaviour management strategies for persons with severe disabilities. Focusses on practical application of behaviour management principles with an emphasis on non-aversive techniques.

***EDPSY 579 Severe Disabilities: Assessment and Curriculum*** 3(3-0-0)
Reviews practical instructional strategies and materials for preschool, school, and adult learners; introduces basic concepts and methods of testing persons with severe and multiple handicaps.

***EDPSY 580 Severe Disabilities: Instruction*** 3(3-0-0)
Students are taught to develop individual and group administered instructional sequences for persons with severe, multiple handicaps, and to select, implement, evaluate and modify existing instructional programs.

***EDPSY 581 Severe Disabilities: Sensory Deficits*** 3(3-0-0)
Explores the impact of the effect of (a) vision impairments, (b) hearing impairments, (c) combined vision and hearing impairments, and (d) autism on persons with severe disabilities. Focus will be on the cause(s) of the various sensory impairments and implications for assessment, programming, and integration of students with severe disabilities.

***EDPSY 582 Severe Disabilities: Communication*** 3(3-0-0)
Principles and application of prelinguistic and early communication in individuals with severe and multiple handicaps. Students learn to assess communication and develop communication programs based on pragmatic functions and available modes of communication.

***EDPSY 583 Severe Disabilities: Introductory Practicum*** 3(3-0-0)
Structured field experience in classroom or similar setting serving students with severe and multiple handicaps. Individually developed practicum plan identifies competencies and methods of evaluation.

***EDPSY 584 Severe Disabilities: Physical Aspects*** 3(3-0-0)
Provides principles for teachers working with students with physical disabilities commonly experienced by people with severe handicaps. Areas include: cerebral palsy, epilepsy, airway obstruction, common classroom emergencies, eating and feeding skills, and the teacher's role on the health care team.

***EDPSY 585 Severe Disabilities: Issues*** 3(3-0-0)
Explores current issues relevant to the education and life of people with severe disabilities. Specific topics may vary from year to year; some basic topics include: integration, educability, abuse, right to medical treatment, and use of aversive behaviour management procedures.

***EDPSY 586 Severe Disabilities: Vocational and Life Skills*** 3(3-0-0)
Theoretical concepts and practical implementation procedures for vocational and life skills programming with adolescents and adults with severe disabilities. Primary emphasis is on vocational and life skills teaching strategies in community-based, integrated settings.

***EDPSY 587 Severe Disabilities: Advanced Practicum*** 3(0-0-3)
Structured field experience in classroom or similar setting serving students with severe and multiple handicaps. Individually developed practicum plan identifies competencies and methods of evaluation.

***EDPSY 589 Early Intervention Programs*** 3(0-0-4)
An in-depth review and analysis of early intervention programs with at-risk and established-risk infants and young preschool children with a special emphasis upon family-based programs.

***EDPSY 592 Psychology and Education of Gifted Children*** 3(3-0-3)
An overview of the psychology of gifted and talented children, including theoretical and practical approaches to appropriate educational strategies.

***EDPSY 597 Special Seminars*** 1, 2, 3, 4, 5, 6(variable)
Topics and content vary from year to year.

***EDPSY 640 Special Education*** 6(3-0-0)
No description provided in the Calendar.

# APPENDIX C

## The University of Calgary
## Description of Courses with Special Education Content

A series of coordinated multi-disciplinary courses in the area of rehabilitation particularly relating to mental handicap and allied disorders has been introduced by the Faculties of Education and Social Work.

The letter after the course title indicates whether the course is a full course (F), a half course (H), quarter course (Q), or an eighth course (E). An even-numbered course denotes a full course offered for 26 weeks. An odd-numbered course denotes a half-course or less offered for 13 weeks. The distribution of hours is indicated by the numbers in parentheses, with the first number showing the number of hours of lecture each week and the last one showing the number of hours of lab. The letters "S" or "T" attached to a number signify seminar or tutorial hours.

## UNDERGRADUATE COURSES

### Curriculum and Instruction (EDCI)

***EDCI 517 Reading in Special Education*** H(3-0)
An overview of the reading process; guidelines for assessment of children with reading difficulties; and guidelines for intervention programs.

***EDCI 522 Corrective Instruction in the Language Arts*** F(2-2)
Assessment procedures and development of corrective procedures in reading and writing of elementary and secondary pupils in the regular classroom.

### Education In-Service (EDIS)

***EDIS 549 Topics in Special Education*** Q(0-1.5S)
Topics may include learning disabilities, emotional disturbance and education, developmental handicap, dependent handicap, and education of gifted children.

***EDPS 549.57 Giftedness: What the Experts Say***

### Educational Psychology (EDPS) Social Work (SOWK)

***EDPS 205 (SOWK 205) Approaches to Rehabilitation I*** H(2-1)
The historical development, philosophy and service alternatives for handicapped persons from early intervention to geriatric support.

***EDPS 221 Exceptional Children in the School and Home*** H(3-0)
The field of exceptional children from birth to school-leaving age. Definitions, characteristics, causes, psychological and behavioural characteristics, and educational considerations.

***EDPS 223 Structured Observation of Exceptional Children*** H(1-2)
Structured observation of exceptional children and study of programs in a variety of special education contexts, ranging from residential treatment centres to special classes.

***EDPS 305 (SOWK305) Approaches to Rehabilitation II*** H(3-0)
Various behavioural, educational, medical, and social work approaches to the field of rehabilitation.

***EDPS 321 Special Education for Teachers in Regular Classrooms*** H(3-0)
An introduction to exceptional children, covering a range of exceptionality. Emphasis will be in the identification or recognition of children with special needs in the regular classroom. Basic knowledge of individual program planning for exceptional children will also be included.

***EDPS 341 Assessing Needs of Young Children in Early Childhood Education*** H(3-1)
An examination of procedures and techniques for assessing development and learning of young children up to eight years of age for the purpose of educational programming and monitoring of child progress.

***EDPS 423 Psychoeducational Assessment of Exceptional Children*** H(2-2)
Procedures for selecting, administering and interpreting a variety of formal and informal assessment measures typically used in school-based special education settings.

***EDPS 424 Young Children with Special Needs*** F(2-2)
An introduction to early childhood special education, with focus on the identification and assessment of individualized programming for young children up to 8 years of age with special needs in regular settings.

***EDPS 431 Program Planning for Special Education*** H(3-0)
Techniques for teaching exceptional learners requiring remedial instructional programs.

***EDPS 525 Psychology of Exceptional Learners*** H(3-0)
Psychology of children and adults who are atypical in intellectual, physical or sensory functioning.

***EDPS 527 Psychology and Education of Children with Emotional and/or Behavioural Problems*** H(3-0)
Study of the psychology of children with emotional and/or behavioural problems with emphasis on educational strategies.

***EDPS 533 Survey of Educational, Social and Psychological Aspects of Visual Impairment*** H(3-1)
An introductory course dealing with the educational, social and emotional aspects of visual impairment from current and historical perspectives. The effects of impairment on the individual, parents and family.

***EDPS 541 Issues in Special Education*** H(3S-0)
Examination and discussion of issues relevant to the field and application of special education.

***EDPS 545 Psychology and Education of Children with Learning Problems*** H(3-0)
Definition, diagnosis, educational remediation and management of learning problems in children.

***EDPS 547 Psychology and Education of Gifted and Talented Children*** H(3-0)
Definition, screening, identification, special educational provisions for gifted and talented children.

***EDPS 569 Introduction to the Assessment and Treatment of Behavioural Disturbance in the Developmentally Handicapped*** H(2-2)
Management and program procedures for dealing with common behavioural disturbances amongst the developmentally handicapped.

***EDPS 570 Practicum in Vocational Rehabilitation*** F(1S-4)
Education and practical experience in the major aspects of vocational training of disabled adolescents and adults.

***EDPS 571 Specific Methodologies for Dependent Handicapped Students*** H(3-2)
Theoretical and practical knowledge in the areas of physical development, communication and self-help for the dependent handicapped child and adult.

***EDPS 572 Practicum in Home Living Rehabilitation*** F(1-4)
Home living and residential training alternatives for disabled children and adults. Analysis of recent research and practice in the historical context of human service delivery.

***EDPS 573 (SOWK 573) The Law and the Developmentally Handicapped*** H(3-0)
Analysis and interpretation of legislation and public administration relating to handicapped persons. Legal responsibilities in the context of the handicapped individual.

***EDPS 574 (SOWK 574) Multidisciplinary Approaches to Rehabilitation Practice*** F(3-1)
A multidisciplinary orientation to the treatment of and service available for major handicapping conditions.

***EDPS 575 Program Planning for Exceptional Individuals*** H(2-3)
Program design and implementation for individual clients.

***EDPS 576 Teaching Approaches with the Dependent Handicapped Student*** F(2-3)
Implementation strategies for classrooms, and training situations for dependent handicapped students. An interdisciplinary practicum course.

***EDPS 588 Applications of Computers in Education*** F(3-3)
Applications of computers in education; computer-assisted learning and computer-managed instruction; an overview of current research projects; specific topics such as computers in special education and vocational counselling.

***EDPS 597 Planning and Implementing Programs for Small Group Instruction*** H(1-3)
A practicum in identifying present levels of performance and designing and implementing an intervention program for a small group of exceptional students.

***EDPS 599 Planning and Implementing Programs for Special Class Instruction*** H(1-3)
A practicum in the application of strategies for special class teaching, including behaviour management, arranging the classroom environment, planning, scheduling, and record keeping, curriculum revision, and program design.

## Physical Education (PHED)

***PHED 465 Special Physical Education for Developmentally Handicapped Children*** H(2-2)
A study of special adaptations in Physical Education programming to meet the needs of mentally retarded, learning disability, cerebral palsy, orthopaedically handicapped, vision and hearing handicapped.

***PHED 467 Adapted Physical Activities*** H(3-1)
An examination of specific problems within the psychomotor domain and the related delivery systems for their identification and amelioration.

***PHED 469 Recreation for the Disabled*** H(3-0)
Philosophy, objectives, and content of programs in recreation for the disabled.

***PHED 569 Rehabilitation Through Recreational Activities*** H(3-1)
A study of leisure in the lifestyle of the disabled in the home, institution, and the community.

## Psychology (PSYC)

***PSYC 359 Atypical Development I*** H(3-0)
An introduction to causal and management issues in development disorders including cognitive, special learning and behavioural atypicality.

***PSYC 559 Atypical Development II*** H(3-0)
A critical examination of recent research and management trends in the field of developmental handicap with special emphasis on mental retardation.

## Social Work (SOWK)

***SOWK 555 Selected Topics in Social Work Intervention*** H(3S-0)

***SOWK 555.12 Rehabilitation Counselling with Clients and Families***

# GRADUATE COURSES

## Curriculum and Instruction (EDCI)

***EDCI 620 Clinical Study of Remedial Reading*** F(3-3)
Clinical diagnosis of severe reading disability; remedial treatment at the elementary, secondary and college levels; evaluation of tests and materials; diagnostic and tutoring experience.

## Educational Psychology (EDPS) Social Work (SOWK)

***EDPS 624 Practicum in the Remediation and Training of the Developmentally Handicapped*** F(1S-6)
The designing of individual educational and training programs for handicapped children and adults. Laboratory and field experience in assessment, training, and treatment.

***EDPS 626 New Developments in Special Education*** F(1-2S)
An examination of major trends and developments and practices in special education.

***EDPS 627 (SOWK 627) Research Developments: Social and Behavioural Rehabilitation*** H(3-0)
Research methods in the context of the applied rehabilitation field.

***EDPS 629 (SOWK 629) The Rehabilitation Team in Program Planning*** H(2-2)
A practicum course in assisting teams to implement and modify formal and individual rehabilitation systems within group settings.

***EDPS 630 Advanced Study of Behavioural Disturbance in the Developmentally Handicapped*** F(2-3)
Behavioural disturbance amongst the developmentally handicapped including assessment, program building and practical application.

***EDPS 642 Psychology and Remediation of Behaviour Disorders: Children and Adolescents*** F(2S-5)
The psychology and remediation of interpersonal disorders, delinquencies and other behaviour disorders. Practicum in the Psychoeducational Clinic, William Roper Hull Home, and other community agencies.

***EDPS 648 Psychopathology, Assessment and Remediation of Interpersonal and Behaviour Disorders*** F(1S-11)
Advanced study of the psychopathology, assessment and remediation of interpersonal and behaviour disorders of adults and adolescents. A senior practicum course for graduate students placed in a hospital-based mental health treatment facility. Emphasis on interpersonal, dynamic and behavioural psychological methodologies.

***EDPS 655 Advanced Study of the Psychology of Learning Problems*** H(2-1S)
The psychological bases for problems in learning in school children.

***EDPS 670 Practicum in Education of Visually Impaired Persons*** F(1S-4)
Selection, adaptation and preparation of instructional materials, optical aids, large print, recordings and technological devices. Interpreting specialized aspects of educational programs to parents, classroom teachers and administrative personnel. Curriculum for all levels of instruction including multi-handicapped - visually impaired.

***EDPS 675 Practicum in Basic Orientation and Mobility for Visually Impaired Persons*** H(1S-3)
Understanding the aural, tactual, visual and kinesthetic senses in mobility skills for visually impaired persons. Acquisition of basic orientation and mobility skills. Perceptual factors in mobility.

***EDPS 676 (SOWK 676) Design and Evaluation of Rehabilitation Programs*** F(2-3)
The design, development and evaluation of rehabilitation programs for children and adults.

***EDPS 677 Practicum in Communication Skills and Visual Impairment*** H(1S-4)
Mastery of literary braille; introduction to mathematics and music braille codes. Preparation of educational materials in specific curriculum areas. Introduction to other communication means - typing, listening, compressed speech, optacon, abacus and electronic aids.

***EDPS 679 Practicum in Education of Visually Impaired Persons*** H(1S-5)
Supervised practice of the skills of teaching visually impaired students in all subject areas and across a variety of age and disability levels.

***EDPS 691 The Remediation of Learning Difficulties*** H(1S-3)
The techniques of remediation of learning problems; reporting to parents, teachers and other professionals. Practicum in the Psychoeducational Clinic and in the schools.

***EDPS 693 Graduate Seminar: Selected Problems II*** H(3S-0)
***EDPS 693.67***
***EDPS 693.69 Advanced Study of the Psychology of the Gifted***
***EDPS 693.86 Counselling and Guidance Needs of Gifted Students***
***EDPS 693.89 Research Developments in Gifted Education***
***EDPS 693.XX (seeking approval) Systems and Models in Gifted Education***

***EDPS 695 Graduate Practicum II: Special Areas*** H(1-3)
***EDPS 695.XX (seeking approval) Practicum in Gifted Education***

***EDPS 697 Theory and Supervised Practicum in Behaviour Modification I*** H(2-3)
The application of reinforcement to applied fields and practicum activity providing supervised experience in a diversity of educational settings including regular classroom and special education facilities.

***EDPS 699 Theory and Supervised Practicum in Behaviour Modification II*** H(2-8)
The application of reinforcement to applied fields and practicum activity providing supervised experience in a diversity of clinical settings including hospitals and mental health facilities.

## Social Work (SOWK)

***SOWK 655 Specialized Studies in Social Work Practice*** H(3S-0)
***SOWK 655.02 Psychosocial Implications of Handicapping Conditions and Chronic Illness***

# APPENDIX D

## University of Lethbridge
## Description of Courses with Special Education Content

### UNDERGRADUATE COURSES

***EDUCATION 4263 Corrective Reading*** (3-0)
Classroom diagnosis and correction of difficulties in reading/language arts.

***EDUCATION 4264 Remedial Reading*** (2-2)
Development of skills in reading/language arts diagnosis and remediation in special setting through supervised tutoring experiences with children.

***EDUCATION 4400 Advanced Study of Psychological Foundations for Teachers*** (3-3)
Learning theories and their relationships to relevant school learning variables. Application of learning theory to the structuring of learning strategies and developmental learning experiences.

***EDUCATION 4401 Psychology and Education of Atypical Students in the Regular Classroom*** (3-0
Special education needs of atypical students. Strategies for facilitating optimal learning and development in the regular classroom of students who are mildly/moderately handicapped and the gifted and talented.

***EDUCATION 4402 Psychology and Education of Children with Behavioural Disorders*** (3-0)
Emotional disturbance and social maladjustment. Emphasis on etiology, diagnosis, educational procedures, behaviour management and case study analysis, so that teachers may help maladjusted students realize their potential.

***EDUCATION 4403 Psychology and Education of Children with Developmental Disabilities*** (3-0)
Functional, non-categorical approaches to the educational needs of students with major learning difficulties caused by mental retardation, cerebral palsy, and epilepsy. Development of appropriate comprehensive educational programs.

***EDUCATION 4404 Psychology and Education of Children with Specific Learning Disorders*** (3-0)
Etiology, diagnosis and socio-psychological problems of students with learning disabilities. Principles and conditions relating to the educational progress of such students. Practical experience is included.

***EDUCATION 4405 Psychology and Education of Children with Special Intellectual and Creative Abilities*** (3-0)

Gifted and talented students and their special needs. Socio-psychological problems of the gifted and talented; emphasis on identification, appraisal, principles, factors and desirable conditions relating to the educational progress of such students so they may realize their potential.

***EDUCATION 4407 Assessment of Ability for Individualized Educational Programming*** (3-0)
Intensive evaluation of the psycho-educational abilities of atypical students. Formal and informal tests of ability and their relationships to individualized educational programming.

***EDUCATION 4408 Precision Teaching: An Applied Educational Psychology*** (3-0)
Analysis of major psychological variables which influence human behaviour and rates of learning. Data-based educational modifications employing the strategies of precision teaching. Design of total instructional environments, individualized instructional programming, program modification and evaluation procedures.

***EDUCATION 4440*** (3-0)
Educational problems of culturally different students in the education system of the majority culture.

***EDUCATION 4441 The Socially Disadvantaged Child*** (3-0)
Socio-psychological issues in the education of socially disadvantaged children.

***EDUCATION 4442 Speech and Hearing Problems*** (3-0)
Theoretical and clinical aspects of speech, language and hearing problems of the handicapped student in the school setting. The incidence, types, and causes of speech, language and hearing problems. Normal speech and language development as well as diagnosis and treatment of speech, language and hearing disorders.

***EDUCATION 4614 Specialized Practicum - Special Education*** (0-6)
Optional intensive experience in specialized areas of interest. Arranged individually for each registrant.

***PHYSICAL EDUCATION 4630 Physical Education and Recreation for Special Populations*** (3-2)
Theories of adaptive and developmental activities for differentially-abled persons.

# APPENDIX E

## Grande Prairie Regional College
## Description of Courses with Special Education Content

### EARLY CHILDHOOD DEVELOPMENT (CD)

***CD 210 The Exceptional Child***
Identifies various kinds of "exceptionality." Explores resources, assessment procedures and deals with issues and methods of integrating exceptional children into early childhood programs.

### REHABILITATION SERVICES PROGRAM (RP)

***RP 100 Human Services : Values and Issues***
Promotes awareness of the fundamental values upon which (re)habilitation practice, including special education, is based. Includes an overview of the history of special education.

***RP 101 Developmental Disabilities***
Provides information about the etiology, learning and physical characteristics associated with a cross-section of developmental disabilities. Examines social and educational implications.

***RP 102 Observation and Assessment***
Provides an overview of Applied Behaviour Analysis and develops basic pre-intervention skills essential to the rehabilitation process.

***RP 200 Program Module I***
Applies the values studied in RP 100 to an examination of the service delivery system. Includes an examination of education and early intervention service delivery. Examines a variety of educational models including the Cascade model and the Kaleidoscope model.

***RP 201 Health Issues***
Develops basic knowledge and skills in health maintenance. Includes an overview of positioning and handling techniques, eating and feeding techniques, responses to seizures, lifting and transferring. Equips students to implement therapeutic and maintenance directives developed by transdisciplinary teams.

***RP 202 Program Design II***
Develops a working knowledge of the principles of Applied Behaviour Analysis. Develops skills in the application of this knowledge to the design, implementation, and evaluation of strategies to increase and decrease behaviours and to teach new skills.

***RP 206 Practicum I***
***RP 306 Practicum II***
***RP 406 Practicum III***
Practica courses require that students spend 4.5 days per week in work experience. This includes at least six weeks in a special education setting.

***RP 300 Service Planning***
Develops skills in individualized service planning. Equips paraprofessionals to participate as team members in the planning process.

***RP 302***
This course is a further refinement of the concepts and methods related to specific programming for skill development as introduced in Observation & Assessment and Program Design I. Emphasis will be placed on the application of skills for people with severe/multiple handicaps and people with behavior problems.

***RP 307 Social Education***
Applies programming techniques studied in the applied behaviour analysis courses to the identification and teaching of functional skills. Examines a number of educational issues such as the use of simulated environments versus the use of conmmunity settings.

***RP 320 Cross-Cultural Issues***
Discusses cultural differences with respect to values and communication styles that must be taken into account in maximizing learning.

***RP 407 Special Project Module***
The contents of the special project module can vary from year to year. This year it includes an examination of alternative, non-verbal communication systems and early communication training for learners with severe and multiple handicaps.

# APPENDIX F

## Grant MacEwan Community College
## Description of Courses with Special Education Content

### CHILD CARE (CC)

***CC 106.2 Field Placement***
Field placement provides experience in youth services agencies. In the first year, students are involved in an ongoing youth group with a recreation focus and in a one-to-one helping relationship with a young person.

***CC 206.2 Field Placement***
Field placement provides experience in youth services agencies. In the first year, students are involved in an ongoing youth group with a recreation focus and in a one-to-one helping relationship with a young person.

***CC 300.2 Observation and Behaviour Management***
This course addresses principles and methods of behavioural observation and recording as a basis for developing treatment plans in child/youth care settings. Effective reporting is also examined.

***CC 302.2 Child/Youth Care Methods I***
This course focusses on building therapeutic environments for emotionally or behaviourally troubled children and youth. The milieu is viewed as both a means and a context for personal growth and change.

***CC 303.3 Youth Counselling I***
This course introduces a developmental model of individual counselling and provides skills training to implement the model in one-to-one counselling of young people.

***CC 304.3 Psychopathology of Childhood***
This course will study the various types, origins and symptoms of emotional disorders in children and adolescents, with emphasis on the etiology, classification and symptoms of organic, social and learning disorders.

***CC 402.3 Child/Youth Care Methods II***
This course covers all phases of the treatment planning process. The student will work with a client(s) in a residential setting where he will be actively involved in a treatment plan(s) by actually performing the assessment, design, implementation and evaluation components of treatment planning. This will necessitate a knowledge of social learning theory and the psychochodynamic approach of Redl and Wineman.

***CC 403.3 Youth Counselling II***
The first module of this course presents a continuation of the developmental model of counselling by focusing on the concepts and skills of Stage-Integrative Understanding/Dynamic Self-Understanding, including Advanced Accurate Empathy, Helper Self-Sharing, Confrontation and Immediacy. In the second module of the course the student will be introduced to the role of groups in residential treatment. Theoretical concepts will be presented which will provide a better understanding of the dynamics of the treatment group within the milieu. In addition, specific group approaches will be discussed and applied to field work.

## EARLY CHILDHOOD ADMINISTRATION (EA)

**Optional Unit**

***EA 615.0 Supervising the Special Needs Component in EC Agencies***
This unit deals with the administrator's role as it pertains to the special needs component in early childhood agencies including personnel, financial, facilities, program and community resource considerations.

## EARLY CHILDHOOD DEVELOPMENT (EC)

***EC 101.3 Child Growth and Development I***
The course helps provides the student with a basic understanding of child development relevant to his/her facilitating the growth and development of children in the first six years of life.

***EC 103.4 Field Placement I***
***EC 203.4 Field Placement II***
***EC 303.4 Field Placement III***
***EC 403.4 Field Placement IV***
Students are placed in cooperating community agencies in a variety of early childhood settings such as day care centres, kindergartens, hospital pediatric wards, parent day out centres and centres for exceptional children. Under supervision of trained and experienced personnel, students have an opportunity to integrate theory and practice in the development of skills for working with young children and their families. The students progress through a developmental sequence of experiences throughout the four trimesters. Students are also encouraged to evaluate themselves in terms of strengths and weaknesses.

***EC 201.3 Child Growth and Development II***
In conjuction with EC 101.3, the course provides the student with a basic understanding of child development relevant to his/her facilitating the growth and development of children in the first six years of life.

***EC 402.3 Exceptional Children***
Students consider the needs of an exceptional child, as a child, with regard to his/her exceptionality. The care and education of-the exceptional child, in an integrated situation, is discussed along with family dynamics. Students will have an opportunity to relate to the exceptional child on a personal, feeling level. This course is an introduction to the field and is not intended to train specialists.

## INTERPRETER TRAINING (IT)

***EN. 100.3 Communications***
This is a college level course offered to all students in the college but especially designed to assist Interpreter students to become skilled in evaluating and summarizing oral messages. The course also provides the opportunity for the student to improve oral communications skills through extensive classroom practice. While the emphasis is on the entire oral communication process in English, comparisons will be made regularly between English and ASL.

***IT 101.5 A.S.L. for Interpreters I***
This course is designed to review the fundamentals of American Sign Language grammar and to further develop vocabulary. The emphasis is on the development of conversational fluency.

***IT 105.4 Voice to Sign Interpreting I***
This is an introduction to the interpreting process covering both the principles of interpretation and skill development in English to ASL interpreting. Special emphasis will be placed on vocabulary development in both languages and the initial skills of active attention and memory development in consecutive and simultaneous interpreting.

***IT 106.4 Sign to Voice Interpreting I***
This is an introduction to the interpreting process covering both the principles of interpretation and skill development in ASL to English interpreting. Special emphasis will be placed on vocabulary development in both languages and the initial skills of active attention and memory development in consecutive and simultaneous interpreting.

***IT 112.3 Interpreting as a Profession***
An introduction to the professional role of interpreting including an examination of the ethics and standards governing the role and the values of professionalism. A component of the course examines and develops students' own interpersonal skills.

***IT 120.1 Weekly Seminar***
Seminar to provide students with the opportunity to discuss and review the week's instruction, evaluate their progress and set learning goals for the following week.

***IT 201.4 A.S.L. for Interpreters II***
This course refines clarity and fluency of expressive skills. Receptive exposure to variations in signs and signing styles is included in order to assist students to understand the nuances of the language. Also introduced are specialized vocabularies and a wider range of technical and/or complex topics.

***IT 205.4 Voice to Sign Interpreting II***
Further study and skill development in English to ASL interpreting with the objectives of developing accuracy, articulation and fluidity and using lag time in simultaneous interpreting.

***IT 206.4 Sign to Voice Interpreting II***
Further study and skill development in ASL to English interpreting with the objectives of developing accuracy, articulation and fluidity and using lag time in simultaneous interpreting.

***IT 212.2 Interpreting as a Profession II***
This course assists students' development of professional strategies and ethical judgement through exposure to real and simulated interpreting settings. Consumer rights, conflicting demands, dual roles will be considered. Career opportunities through community visits will also be introduced.

***IT 215.3 Deaf Culture and Community***
This course begins with a discourse on general sociology and culture but is focussed on an understanding of the culture and perspectives of the deaf community and the social dynamics between deaf and hearing people.

***IT 220.1 Weekly Seminar***
Seminar to provide students with the opportunity to discuss and review the week's instruction, evaluate their progress and set learning goals for the following week.

***IT 301.1 A.S.L. for Interpreters III***
An opportunity for students to maintain language fluency and to incorporate more specialized language uses related to practicum and future employment settings.

***IT 307.2 Interpreting Techniques***
The introduction of specific techniques used for special settings and/or consumer needs such as team interpreting, interpreting for deaf-blind or oral consumers.

***IT 312.1 Interpreting as a Profession III***
A further examination of interpreting as a profession with emphasis on the practical aspects of maintaining employment and continued professional growth.

***IT 321.1 Practicum Lab***
This course has two components. One is to provide students with the opportunity to analyze and discuss their learning in the practicum while the other will allow for individualized review and practice to prepare for practicum placements.

***IT 322.2 Practicum for Interpreters***
Practicum placements are arranged with working interpreters to provide students with exposure to, and supervised practice in, a variety of interpreting settings and with different consumers.

## REHABILITATION PRACTITIONER (RP)

***RP 100.3 Human Services: Values and Issues***
This course has two major purposes. The first is to assist the student in exploring and developing a value base that will govern his or her future role in human services. During the course emphasis will be placed on examining the impact of societal values and attitudes on the lives of individuals with disabilities. Students will be encouraged to examine their own attitudes, as well as those of the public. The second is to have the student become aware of historical, ideological, legal and service delivery issues currently affecting people with handicaps. The course content is designed to enable the student to understand current and future service developments and their role in these services, and relate directly to the actual views and desires of these labelled as handicapped.

***RP 101.3 Developmental Disabilities***
This course provides the student with information on the etiological causes of disabilities and the terminology commonly assigned to individuals with various disabilities. It is intended to assist the student in recognizing the possible program needs for persons with differing disabilities.

***RP 102.3 Observation and Assessment***
Techniques of objective observation are emphasized and are complimented by instruction in the administration and functional interpretation of selected standardized assessment devices. Opportunities for practice of these skills will be provided during practicum.

***RP 104.1 Integration Seminar***
***RP 204.1 Integration Seminar***
***RP 304.1 Integration Seminar***
***RP 404.1 Integration Seminar***
Integration seminars allow students the opportunity to resolve issues and explore areas in the field of rehabilitation not dealt with in the classroom or specific courses.

***RP 105.2 Practicum***
***RP 205.4 Practicum***
***RP 305.3 Practicum***
***RP 405.4 Practicum***
Practicum experiences are arranged in a variety of agencies to allow students the opportunity of applying concepts and skills studied in the classroom. Learning will be maximized by relating practicum experiences to specific courses and modules wherever possible.

***RP 200.3 Community Services in the Rehabilitation Field***
This course provides the student with an overview of currently held views on rehabilitation and service delivery alternatives used to serve persons with disabilities in the community. Environmental settings to be discussed include: developmental day programs, school programs, vocational training programs and residential placements. The philosophies of each of these environments will be outlined in order to give the student knowledge of program planning continuums for persons with disabilities.

***RP 201.3 Health Issues***
This course is designed to provide basic knowledge and skills in the health maintenance of a client in a variety of human service settings. The course will focus on a concept of wellness. Laboratory and field practice will occur in college laboratories and in community agencies.

***RP 202.3 Program Design I***
The primary emphasis of this course is to provide the student with a theoretical and working knowledge of the principles of learning as they are utilized in programs to change and develop behavior. Students will develop the skills necessary to design and implement programs for developmentally disabled individuals and groups of individuals using an applied behavior analysis framework.

***RP 203.2 Helping: Theory and Skills***
As a basic introduction to counselling, this course will provide an overview of the helping relationship including the general principles and concepts of helping. Specific skills needed to successfully carry out the helping process will be presented, and opportunities to practice and acquire these skills will be given by simulations of actual situations, role playing and related exercises. The focus will be on handicapped people as potential clients in helping relationships, taking into account their particular needs and circumstances.

***RP 300.3 Program Module II***
Students will choose an area in which to specialize. Programming in areas such as vocational, developmental, residential and school will be examined in depth.

***RP 302.3 Program Design II***
This course improves upon and further develops the programming skills of the rehabilitation student. Emphasis is placed on an integrated programming model that incorporates applied behavioral analysis and other training modalities. Curricular and instructional issues as they apply to different ages, groups, and settings are reviewed.

***RP 303.3 Family Support***
The purpose of this course is to familiarize the student with the effects of the exceptional individual on the family and to help the student develop the knowledge and skills necessary to organize and conduct parent programs focused on developing parents' capabilities in working with handicapped children and/or finding appropriate community resources.

***RP 400.3 Change Issues in Human Services***
This course is designed to teach students about organizations and the dynamics of change. Agencies that operate in the interest of assisting handicapped individuals require ongoing analysis and planned change concerning their direction and operation. Using a value-based decision-making model, students will examine strategies for effecting change and enhancing the development of human services.

***RP 406.3 Social Education***
This course is intended to provide an orientation to the basic concepts and skills required for independent living in the community. The concepts of independence will be introduced as a major rehabilitation goal. The social skills necessary to achieve this goal will be grouped and will be the basis of this course.

***RP 407.2 Special Project Module***
The primary purpose of this course is allow the student to explore areas of special interest to him/her in the rehabilitation field that are not specifically covered by any other course in the program.

## TEACHER AIDE (TA)

***TA 230.3 Learning Disabilities***
The term "learning disabilities" will be defined as it is applied to children of average to above average intelligence who seem to experience difficulty in "processing" information and, as a result, underachieve in school. The course includes components on the learning disability syndrome, involvement of the learning systems, the learning disabled child, techniques to use in improving his learning strategies, assisting with remediation of the three R's and current trends in the field of learning disabilities.

***TA 302.3 Student Exceptionalities***
Mainstreaming has led to the integration of children with special needs into many schools which in turn has created a greater need for awareness and special training for school personnel. This course will inform potential Teacher Aides and others about the field of exceptionalities and ways they can be more effective in working with the exceptional individual.

## PSYCHOLOGY (PY)

***PY 342.3 Psychology of Exceptional Children***
An overview of the psychology of exceptional children and youth, with particular emphasis on cognitive and emotional deficits, learning difficulties, the mentally and multiple dependent handicapped. (Transfer to University of Alberta, EDPSY 341, pending)

# APPENDIX G

## Keyano College
## Description of Courses with Special Education Content

### EARLY CHILDHOOD (EC)

***EC 120 Children with Special Needs***
This course is an overview of the various challenges the special child must cope with. The student will gain an understanding of the special child and an increased awareness of the child's needs.

# APPENDIX H

## Lakeland College
## Description of Courses with Special Education Content

### REHABILITATION SERVICES PROGRAM (RP)

***RP 101 Developmental Disabilities***
The study of a selected cross-section of disabilities. The etiology, physical and learning characteristics associated with each disability, and possible social and educational problems associated with each disability will be covered.

***RP 102 Observation and Assessment***
Students willl learn how to design, implement and evaluate individual program plans for children and adults with various types of disabilities. Technical skills such as observation and monitoring will be taught within the context of the rehabilitation team.

***RP 105 Practicum I***
Students will develop hands-on training skills and integrate classroom based learning with practical experience. Students will practice the administration and interpretation of assessments and the design of programs in response to individual client needs. Students will gain supervised practical experience in day-to-day activities and functions of a rehabilitation practitioner.

***RP 202 Program Design I***
A philosophy of individual program planning will be used as a framework to teach skills such as observation, assessment, goal planning, behavioural objective, intervention and monitoring strategies. The role of the rehabilitation practitioner within the rehabilitation team will be emphasized.

***RP 203 Helping: Theories and Skills***
As a basic introduction to counselling, this course will provide an overview of the helping relationship. Opportunities to practice and acquire skills needed to carry out the helping process will be presented through simulations of actual situations, role playing and small group interactions with other students in the class.

***RP 205 Practicum II***
Building on experience gained in RP 105, students will develop further hands-on training skills and integrate classroom based learning with practical experience. Students will practice the administration and interpretation of assessments and the design of programs in response to individual client needs. Students will gain supervised practical experience in day-to-day activities and functions of a rehabilitation practitioner.

***RP 259 Vocational Rehabilitation***
This course will introduce students to the complex issues involved in the concept of meaningful work and personal autonomy for adults with disabilities. Students will survey existing vocational training programs for adults. Provides an examination of values and attitudes associated with the transition to work and full citizenship of individuals with learning disabilities.

***RP 300 Change Issues in Human Services***
This course provides an introduction to change theory as it relates to the field of human services. The change process is examined along with the theories and models of social change, intervention strategies, and organizational responses to change.

***RP 302 Program Design II***
This course further develops the programming skills of the rehabilitation student. Emphasis is placed on an integrative programming model that incorporates applied behavioural analysis and other training modalities. Curriculum and instructional issues as they apply to different ages, groups and settings are reviewed.

***RP303 Social Education***
An orientation to the basic concepts and skills required for independent living in the community. The social skills necessary to achieve this goal will be the basis of this course.

***RP 305 Practicum III***
Practicum experiences are arranged in a variety of agencies where students will apply concepts and skills studied in the classroom. Through this supervised experience, students will have the opportunity to test their knowledge and skill in actual rehabilitation settings and expand on the objectives of Practicum II.

***RP 306 Learning Disabilities***
Students will examine the field of learning disabilities. The most recent methods and approaches in the field will be discussed.

***RP 307 Residential Rehabilitation***
Study of the history of residential services in Canada and the United States for people with disabilities. Students will learn about the continuum of residential options for disabled individuals and develop strategies for assisting these individuals in understanding and planning for residential needs.

***RP 308 Behaviour Management***
The needs of individuals with developmental disabilities who express maladaptive or deviant behaviours. Students learn current behaviour management techniques designed to decrease deviant behaviours and increase adaptive functioning in the community.

***RP 310 Program Module I***
This course is comprised of three distinct components: early intervention, communication and alternative communication strategies, and learning disabilities. These components include: an overview of early intervention services in Canada with an emphasis on Saskatchewan and Alberta; an overview of alternative and augmentative communication strategies which may be used with clients who experience mental and/or physical handicaps; an examination of the field of learning disabilities. The most recent methods and approaches in the field will be discussed.

***RP 403 Family Support Program***
This course examines the types of support services required by families of individuals with disabilities. Students learn about resources in the community that are available to these families. Current literature pertaining to family support programs will be studied and evaluated.

***RP 405 Practicum IV***
Practicum experiences are arranged in a variety of agencies in Alberta and Saskatchewan to provide the opportunity for students to apply concepts and skills studied in the classroom. This final program practicum is designed so as to allow for an enriched experience wherein student skills, knowledge and professional approach are fully explored.

***RP 406 Leisure and Recreation***
Review of current research in leisure and recreation and related to the field of rehabilitation. The history of leisure services will be overviewed and recent development in recreational programming will be discussed. Functional leisure assessments will be examined and students will have the opportunity to apply this knowledge to practical situations.

## SOCIAL SCIENCES (SS)

***SS105 Exceptional Children***

This course develops an awareness and understanding of the exceptional individual. The various types of exceptionality will be examined and the special needs related to-these exceptionalities will be discussed. The student will discuss his/her role in working with the exceptional individual and will examine society's responsibility in this issue.

# APPENDIX I

## Lethbridge Community College
## Description of Courses with Special Education Content

### CHILD AND YOUTH CARE (CYC)

***CYC 156 Observation, Reporting, Assessment***
This course introduces the concept of the value of observing, reporting and assessing children's behaviour accurately. A variety of techniques for these activities are developed as a fundamental step in designing treatment programs for trouble children and youth. Selected assessment devices commonly used in child care are introduced.

***CYC 160 Interventions in the Therapeutic Milieu***
This course focuses on the building of therapeutic environments for emotionally disturbed or behaviourally troubled children and youth. The milieu is seen as both a means of and a context for personal growth and change. Social learning theory and the development of behavioural program design skills are developed in the therapeutic framework of the milieu.

***CYC 162 Child Care Clinical***
This practicum provides supervised experience in agencies which provide services to children and youth.

***CYC 166 Managing Children's Behaviour***
This course is designed to teach a variety of child management techniques. Topics covered include: identifying and assessing behaviour problems, communication and discipline, constructive conflict resolution, intervention strategies, and physical restraint and holding.

***CYC 170 Leadership of Therpeutic Activities and Programming***
This course is designed to develop an understanding of the therapeutic value of activities with troubled children and youths. Focus is on the planning, designing and implementing of activities to meet client/group needs.

***CYC 171 Foundations and Roles of Child and Youth Care***
This course explores the historical and the historical societal systems that have evolved for emotionally disturbed children/youth in care. Personal values and beliefs, the impact of current social issues, societal attitudes of children and an understanding of caring for the disturbed child are topics which are also examined.

***CYC 251 Family Support and Intervention***
This course is designed to familiarize the student with the effects of the troubled child/youth in the family unit; to help the student to develop knowledge and skills necessary to work with families; and to organize and conduct parent programs which focus on developing the parents' capabilities in working with the child or youth.

***CYC 252 Advanced Child Care Clinical I***
Practica in two field experiences will be offered in residential treatment programs for troubled children and youths.

***CYC 253 Child Psychopathology***
This course will examine the child psychopathology with a view to a better understanding of adjustment. The student will study different theories of abnormal behaviour and their practical applications in order to gain a deeper understanding of the issues involved in working with children with behavioural and emotional difficulties.

***CYC 260 Case Management and Evaluation***
This course is designed to give the student a basic knowledge of philosophy by programming techniques. The student will learn to design, implement and evaluate short and long-term treatment/care plans and to identify, assess and modify effective intervention strategies.

***CYC 262 Advanced Child Care Clinical II***
Practicum with further development of skills in observing, assessing, program planning and evaluation of treatment and activity progams for emotionally and behaviourally disturbed children and youths under supervision. Practical experiences will be offered in remedial treatment programs for troubled children and youths.

## EARLY CHILDHOOD EDUCATION (EACE)

***EACE 170 Programming for the Handicapped Child***
This course is designed to provide skills in planning, implementing and evaluating individualized programs which will meet the needs of the handicapped child. Some topic areas are: Individualized educational planning, setting objectives, teaching strategies, and evaluation of programs for the handicapped child. Skills in program planning will be developed through various activities and controlled applications.

***EACE 171 Activities for the Handicapped Child***
In this course the focus will be on various methods and activities which will enhance and meet the cognitive, language, physical, self-help, and social developmental needs of the young handicapped child. The course emphasizes practical applications of methods and activity modules learned in theory.

## REHABILITATION SERVICES (RS)

***RS 150 Foundations of Rehabilitation***
Attitudes toward the handicapped as found in history and present day societal systems are studied. These historical perspectives include the change from custodialism to normalization and present a focus on the values we hold about the handicapped. Social and psychological aspects of disabilities are covered in a practical way.

***RS 153 Program Design I: Observation and Assessment***
This course introduces the student to the value of the scientific study of human behaviour. Specific methods of observing, recording and charting behavior are developed as the fundamental step in the design of habilitation programs for the handicapped. The student is introduced to selected assessment devices commonly used in current rehabilitation practice.

***RS 154 Human Development and Persons with Special Needs I: Theory***
This course will examine human growth and development from conception to death including psychomotor, cognitive, affective and social domains. Major theoretical perspectives will be examined for relevance and scientific validity. Factors and events that delay or arrest development will be studied in detail, as will major intervention and prevention approaches.

***RS 155 Program Design II: Behaviour Management***
Using information generated through observation and assessment procedures, the student is introduced to principles of applied behaviour analysis for the purpose of designing instructional/intervention procedures to achieve habilitative goals for handicapped individuals. Techniques for increasing, decreasing, or developing new skills are introduced as a basis for the design of simple rehabilitation programs.

***RS 156 Human Development & Persons with Special Needs II: Life Span Implications***
This course, which is integrated with RS 154, will examine development in major domains that occur at the major stages of human growth and development, the needs of individuals who experience delay at each stage and the process of adjustment that occurs throughout the stages.

***RS 165 Rehabilitation Services: Models and Systems***
Building upon the concept of comprehensive community services, this course will introduce the major areas of rehabilitation service for developmentally handicapped persons. The process of developing individual program plans will be examined within the contexts of early intervention programs, special education services, vocational rehabilitation, residential services, and services for dependent handicapped. Generalized aims and objectives, major intervention philosophies and approaches and organizational structures will be examined for each area of service.

***RS 166 Introduction to Recreation and Leisure Program***
The importance of recreation and leisure to the lives of the handicapped is introduced. The use of recreation and leisure activities as therapeutic techniques is discussed. The process of adapting recreation and leisure activities to the specific needs of handicapped people is developed as is the leadership role of workers in this area.

***RS 168 Program Writing in Social Education***
This course examines the process of writing individualized programs for the acquisition of social education skills. It is designed to give experience in applying relevant principles of learning and behaviour analysis to the practical process of designing and writing programs for special learners.

***RS 220, 230, 240 Practicum***
Practica in three field experiences with a possible choice of specialization which will further develop skills in observing, assessing, program planning and the evaluation of programs for handicapped persons.

***RS 256 Early Intervention***
This course involves an examination of issues related to the development, implementation and monitoring of individual program plans. It will focus on selected issues in teamwork and decision-making, and in IPP process and content considerations.

***RS 257 Programs in Special Education***
Programs linking early intervention efforts with vocational rehabilitation activities are examined in detail in this course. The curricula for school-aged children with various disabilities are analyzed as is the process of developing IPP's. The role of the educational paraprofessional is studied with an elaboration on specific instructional strategies and the preparation of resource materials.

***RS 258 Serving People with Multiple Handicaps***
This course examines issues and practises related to the provision of services to people who have severe multiple handicaps. Handicapping conditions, team issues, and teaching strategies that increase autonomy and competence are other topics examined.

***RS 259 Vocational Rehabilitation***
This course focusses upon the training of work and work related skills necessary for competitive employment of the handicapped. The concepts of an integrated career education curriculum and IPP's are traced from school years to various post-school vocational training settings.

***RS 261 Residential Programs***
This course will examine various types of residential settings offered to people with disabilities. Emphasis is given to roles and responsibilities of rehabilitation practitioners when interacting with the exceptional individual, their family, other professionals and the community at large.

***RS 270 Family Support and Intervention***
The dynamics of typical families are examined and compared to the patterns in families who have a handicapped member. The analysis of relationships between members is the basis for identification of special needs within these families. Various strategies and issues are discussed as well as the role of the rehabilitation practitioner in providing support to these families.

## RECREATION (REC)

***REC 256 Integration of Special Groups***
Consideration for the ways in which recreation programs can be adapted for special groups and how these groups may be integrated into existing programs.

# APPENDIX J

## Medicine Hat College
## Description of Courses with Special Education Content

Courses with TG in front of them are listed in the Alberta Transfer Guide. The minimum weekly hours for the courses are given in the parentheses behind the course name. The first number indicates the lecture hours and the second indicate the hours of laboratory.

### EDUCATIONAL PSYCHOLOGY (EDPS)

TG ***EDPS 205 Educational Psychology: Approaches to Rehabilitation I*** (2-1)
The historical development, philosophy and service alternatives for handicapped persons from early intervention to geriatric support.

TG ***EDPS 221 Exceptional Children in the School and Home*** (3-0)
The field of exceptional children from birth to school-leaving age. Definitions, characteristics, causes, psychological and behavioural characteristics, and educational considerations. Intended for Special Education majors.

TG ***EDPS 223 Structured Observations of Exceptional Children*** (1-2)
Structured observation of exceptional children and study of programs in a variety of special education contexts ranging from residential treatment centres to special classes. Intended for Speciel Education majors.

TG ***EDPS 305 Educational Psychology: Approaches to Rehabilitation II*** (2-1)
Various behavioural, educational, medical and social work approaches to the field of rehabilitation.

TG ***Physical Education 240 Adapted Physical Education*** (3-1)
A survey of handicapping conditions and methods of adapting physical activity programs.

### EARLY CHILDHOOD DEVELOPMENT (ECD)

***ECD 130 The Exceptional Child*** (3-0)
This course will be an introduction to exceptions from the norm in child development. The objective is to develop the understanding of types of exceptionality. Areas to be covered include: types of exceptionality; values and attitudes; and community services.

# APPENDIX K

## Mount Royal College
## Description of Courses with Special Education Content

### CHILD CARE WORKER (CCWK)

***CCWK 1132 The Profession of Child and Youth Care Worker***
Students are introduced to the major concepts and theories of Child Care practice applicable to residental and community-based setting.

***CCWK 1142 Practicum***
In this introductory field placement, students will have the opportunity to relate to young people in a variety of non-residential environments. They will utilize communication and leisure activity skills.

***CCWK 1215 Treatment Methods I***
Treatment methods used in residental care are considered. Life space counselling, behaviour analysis, and intrapersonal and interpersonal dynamics are all covered in this course.

***CCWK 1221 Youth Counselling***
This course emphasizes the acquisition of skills necessary to counsel youths on a one-to-one basis. Student attitudes towards the helping relationship and issues in child care counselling are explored.

***CCWK 1225 Treatment Methods II***
This course teaches students to apply the theories of human development and treatment to the assessment, treatment plan, implementation and evaluation of disturbed adolescents in residential care.

***CCWK 1232 Caring for the Disturbed Child***
The basic philosophy of this course is that a set of attitudes, specific knowledge, skills, and proficiencies is unique to the competent child care worker. This course will explore the child, the setting and the child care worker.

***CCWK 1241 and 1242 - Practicums***
Students are assigned to a child care agency to learn specific skills required to work with adolescents. They will have the opportunity to integrate theory and practice through supervised experience with a client group.

### EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (EACE)

***EACE 1203 Overview of Young Children with Special Needs***
This introductory course provides students with some information about young children who are exceptional. Along with learning about specific types of handicapping conditions and an introduction to the field of exceptional children and their families, this course will discuss some techniques to integrate children with special needs into preschool programs.

### LEISURE SERVICES (LESR)

***LESR 1261 Survey of Disabling Conditions***
This course is designed to acquaint students with the nature of a selected cross-section of handicapping conditions.

## PSYCHOLOGY (PSYC)

***PSYC 1230 Behaviour Modification***
The theory and practice of operationalizing behaviour modification techniques are examined in this course. It is intended for students who anticipate being employed in helping professions such as Day Care, Social Work and Nursing.

***PSYC 3385 Introduction to Abnormal Psychology***
An overview of abnormal behaviour and experiences, their causes and treatment.

## REHABILITATION SERVICES (REHB)

***REHB 1113 Attitudes, Systems and Resources Rehabilitation***
This course is designed to provide an understanding of the development and organization of major societal service systems affecting the disabled. Visits to various agencies in the community as well as guest speakers and media presentation are used to familiarize students with the different agency services.

***REHB 1121 Individual Program Planning I***
This course presents a philosophy of individual program planning for disabled persons within the rehabilitation plan. The rehabilitation practitioner's teaching skills, observation, needs analysis, behavioural objectives, recording, and learning theory are taught in conjunction with Rehabilitation Services 1261 - Field Work.

***REHB 1122 Education of the Developmentally Delayed***
This course familiarizes students with educational curriculum design for developmentally delayed children, adolescents, and adults.

***REHB 1210 Relationship and Counselling Skills***
This course is designed to assist the students in developing a clearer understanding of what is involved in effective helping with the handicapped and to facilitate the development of behaviours and attitudes which are conducive to helping.

***REHB 1222 Individual Program Planning II***
This course is designed to provide the student with the theory and practical skills needed to work directly with persons exhibiting an emotional or behavioural disturbance in addition to their mental handicap.

***REHB 1223 Family and Home Living Training***
This course introduces students to the stresses and strengths of families with handicapped members and the utilization of family support members. Residential training programs will be taught within the context of the family and residential setting.

***REHB 1224 Human Service Organizations***
Theory of human service organizations is studied within a planning census, staffing and program models. The relationship of generic systems and the disabled person is explored.

***REHB 1225 Technical Resources for Disabled Individuals***
This course will introduce students to technical aids assisting disabled persons in communications and environmental control. The use of microcomputers in teaching handicapped individuals will be examined.

***REHB 1242 Communication Skills for the Handicapped Individual***
This course provides familiarization with communication skills needed to work with the deaf, blind and severely motor-handicapped as well as an examination of the special needs of particular groups.

***REHB 1261 Fieldwork***

This course involves forty days of supervised practice in a community agency system in which the principles of rehabilitation are reinforced and the students' skills in these areas are developed. Students will be accepted into practicums on the basis of academic performance, professional suitability, fitness and conduct.

***REHB 1262 Fieldwork***

This course involves forty days of supervised practice in a community agency system in which information and the principles of rehabilitation will be reinforced, and the students' skills in these areas will be developed. Students will be accepted into practicums on the basis of academic performance, professional suitability, fitness and conduct.

# APPENDIX L

## Red Deer College
## Description of Courses with Special Education Content

### EDUCATIONAL PSYCHOLOGY (ED PSY)

***ED PSY 251 Introduction to Exceptional Children*** (3-1)
An overview of the psychology of exceptional children.

***ED PSY 255 Development and Learning in Exceptional Children*** (3-0-0)
This course examines the learning and developmental characteristics of exceptional children via structured observation in conjunction with an examination of the theories and methodologies used in remediation. Following a brief introduction to the streams and sequences of normal development, a variety of theories for assessment intervention along with their accompanying technologies, will be presented.

### EARLY CHILDHOOD DEVELOPMENT (E.C.D.)

***E.C.D. 223 Exceptional Children***
A general course designed to give an overview of exceptionality in early childhood and to familiarize students with the characteristics of major handicapping conditions.

***E.C.D. 325 Exceptional Children***
A course designed to familiarize students with exceptionality and with programs to meet special needs.

### PHYSICAL EDUCATION (PESS)

***PESS 240 Adapted Physical Education*** (3-0-1)
An introduction to the current trends in the theory and practice in adapted physical education. The course includes a survey of handicapping conditions and methods of dealing with them in integrated programs.

### REHABILITATION SERVICES (REHAB)

***REHAB 203 Behaviour Management***
An introduction to the principles of behaviour modification. Behaviour management and how it can be used is the major theme with the emphasis of the course being the design of functional educational plans.

***REHAB 204 Social Education***
This is an integrated course which is directed to the development of a variety of instructional methodologies, through a variety of formats. Additionally, the course attempts to bridge a variety of orientations to social education: developmentalism, functionalism, cognitivism, and behaviourism. Finally, issues such as self-management and the involvement of the learner in rehabilitation processes are discussed.

***REHAB 214 Behaviour Management II***
This course is a continuation of REHAB 203 with primary emphasis on assessment techniques. Various programs based on behaviour modification procedures will be discussed as will ethical issues involved in rehabilitation settings. The importance of IPP is a central focus of this course.

***REHAB 319 Human Sexuality & Sex Education for Persons with Disabilities that Hinder Learning***
This course is a module on human sexuality, human sexual functioning and sexual responsiveness. Special emphasis is on being comfortable with one's sexuality as well as functioning as a sex educator for the mentally handicapped.

***REHAB 321 Recreation and Leisure Time***
This course is designed to provide the Rehabilitation student with an understanding of the theory and practice of leisure time activities for the handicapped.

***REHAB 323 Vocational Training***
Vocational training for the mentally handicapped has progressed rapidly, while at the same time being unable to meet the growing and emerging needs of the mentally handicapped. Emphasis is given to ecological inventories, job site training, within the continuum of service. Assessment and intervention are also discussed, with careful attention given to appropriate and effective curricula design.

***REHAB 324 Speech, Language and Communication***
This course examines normal and disordered development of human speech, language and communication skills. Approaches to assessment and management will be discussed with primary emphasis placed on the role of the Rehabilitation Practitioner in the intervention process.

***REHAB 351 Communication with the Deaf***
An introduction to manual communication skills used by the hearing impaired. Will include an overview of the psychological aspects relating to hearing impairment and services offered by/for them in Canada.

## TEACHERS' AIDE (TA)

***TA 151 Exceptionalities I***
Examines attitudes held toward and services provided to exceptional individuals throughout history; current trends and issues in the field of special education; law pertaining to exceptional individuals in the U. S. and Canada, particularly the province of Alberta.

***TA 152 Exceptionalities II***
Examines definitions, classification schemes, prevalence, causes, psychological and behavior characteristics, and introductory educational considerations when working with cognitively disabled, learning disabled, and emotionally disturbed persons.

***TA 153 Exceptionalities III***
An indepth examination of educational considerations when working with cognitively disabled, learning disabled and emotionally disturbed persons.

***TA 155 Exceptionalities V***
This course deals with three categories of exceptionalities with a focus on teaching techniques for each group. These categories may include visually impaired, gifted, physically disabled, English as a second language, speech therapy, hearing impaired.

# APPENDIX M

## Canadian Union College
## Description of Courses with Special Education Content

**Note:** These courses are not on the approved list of courses from University of Alberta.

### SOCIOLOGY (SOCI)

***SOCI 203 Social Problems*** 3(3-0-0)
An examination of social problems with emphasis on their social construction. Problems are selected from different levels of analysis from macro-societal to person-society interface problems (e.g. social inequality, intergroup relations, poverty, crime, drug use and mental and physical disabilities).

### EDUCATION - PSYCHOLOGY (EDPS)

***EDPS 316 Exceptional Child*** 3(3-0-0)
An examination of individual differences of exceptional children and adolescents as these relate to behaviour and personality, and to physical and psychological development. Differences in these areas are contrasted with development of normal children and adolescents. Special emphasis will be on intervention techniques for the regular classroom.

### EDUCATION - CURRICULUM AND INSTRUCTION (EDCI)

***EDCI 428 Special Education in the Regular Classroom*** 3(3-0-0)
A survey of special education laws, material and techniques for teaching exceptional children within the educational mainstream.

# APPENDIX N

## Concordia College
## Description of Courses with Special Education Content

***Educational Psychology 341 Psychology of Exceptional Children and Youth*** 3(3-0-0)
A continuation of Educational Psychology 151 dealing with gifted children.

# APPENDIX O

## The King's College
## Description of Courses with Special Education Content

### EDUCATIONAL PSYCHOLOGY (EDPS)

***EDPS 341 (3) Psychology of Exceptional Children and Adolescents***
This course aims to have students explore the problems and resolutions involved in working with exceptional children and adolescents in the regular school setting. Areas of exceptionality to be studied include: mental retardation, learning disabilities, emotional disturbances, speech and language disorders, hearing impairment, visual impairment, physical disabilities, and giftedness. In the laboratory component of the course, students are expected to develop some expertise with identified exceptional individuals.

***EDPS 499 (3) Special Studies in Educational Psychology***
An opportunity to do intensive study of a special topic of particular interest to the student. Students will work closely with a faculty member in tutorial meetings.

# APPENDIX P

## Alberta Vocational Centres
## Description of Courses with Special Education Content

***RP 100.3 Human Services - Values and Issues***
This course has two major purposes: to assist the students with developing a value base for their future role in human services and to provide awareness of historical, ideological, legal and service delivery issues affecting those with handicaps.

***RP 101.3 Developmental Disabilities***
This course provides the student with information on the etiological causes of disabilities and the terminology commonly assigned to individuals with various disabilities. It is intended to assist the student in recognizing the possible program needs of persons with differing disabilities.

***RP 102.3 Observation and Assessment***
Techniques of objective observation are emphasized and complemented by instruction in the administration and functional interpretation of selected standardized assessment devices. Opportunities for practice of these skills will be provided during practicum.

***RP 105.3 Practicum I***
***RP 205.3 Practicum II***
Practicum experiences are arranged in four-week blocks in a variety of agencies to allow students the opportunity of applying concepts and skills studied in the classroom. Learning will be maximized by relating practicum experiences to specific courses and modules wherever possible.

***RP 200.3 Program Module I***
This course provides the student with an overview of currently held views on rehabilitation and service delivery alternatives to serve persons with disabilities in their community. Environmental settings to be discussed include developmental day programs, school programs, vocational training programs and residential placements. The philosophies of each of these environments will be outlined in order to give the student knowledge of program planning continuums for persons with disabilities.

***RP 202.3 Program Design I***
The program design phase of the rehabilitation process systematically follows the assessment phase (RP 102.3). The design phase thus uses the information derived through assessment as an aid in designing and implementing rehabilitation programs. The primary emphasis of this course is to provide the student with a theoretical and working knowledge of the principles of learning as they are utilized in programs to change and develop behavior. Students will develop the skills necessary to design and implement programs for developmentally disabled persons and groups of individuals by using an applied behavior analysis framework.

***RP 203.3 Helping - Theory and Skills***
As a basic introduction to counselling, this course will provide an overview of the helping relationship. General principles and concepts of helping will be covered. Specific skills needed to successfully carry out the helping process will be presented, and opportunities to practice and acquire these skills will be given by simulations of actual situations, role playing and related exercises. The focus will be on handicapped people as potential clients in helping relationships, taking into account their particular needs and circumstances.

***RP 206.3 Internship***

Internship is a practicum course of a minimum 4 week duration to be taken in the spring session following successful completion of the first two trimesters of study. The purpose of internship is to give students the opportunity to experience work in an agency in the same basis as full-time employees, as well as to further develop students' ability to plan and implement programs.

Alberta
EDUCATION

Education Response Centre
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Voice/T.T.Y. (403) 422-6326
Fax (403) 422-2039

# APPENDIX Q

The Alberta Education Response Centre's role is to provide leadership in quality Education for children with exceptional needs in Alberta. The Centre carries out this role in collaboration and cooperation with interested individuals, agencies and organizations.

The Education Response Centre is in the process of compiling a resource document on the opportunities for professional development and training for those who work and take an interest in the education of these students.

We offer seminars and workshops on some of the initiatives developed by ERC staff, such as behavior disorders, testing and assessment, integration, and more. We would like to be able to offer an updated resource on other awareness and skill development opportunities in Alberta.

We would appreciate receiving any information from your organization regarding seminars, workshops and other special events offered by your organization to your members during 1990-91. We would also appreciate being placed on your mailing list for information about your organization and future training events.

When the resource document is completed, we will be pleased to make it available to your organization.

Thank you for your cooperation in this matter.

Sincerely,

Garnet Millar
Coordinator
Professional Development and
Training

/dl

## APPENDIX R

# SURVEY OF PROFESSIONAL DEVELOPMENT AND TRAINING NEEDS FOR EDUCATORS OF EXCEPTIONAL CHILDREN

The role of the Education Response Centre (ERC) is to provide leadership in the education for children with exceptional needs. The ERC requests your assistance in determining the professional development and training needs of Special Education teachers and others who work with exceptional children. Exceptional children are those who are educationally disabled, gifted, or talented who require special programs or modifications to regular school programs in order to realize their potential.

The purpose of this survey is to ascertain your inservice needs. Your opinions are important to us. The results of this survey will give direction to the ERC in planning relevant workshops and inservices over the next few months.

Garnet Millar
Coordinator
Professional Development and Training

INSTRUCTIONS

1. Please take five or ten minutes to answer all the questions.
2. When you have completed the survey, fold along the dotted lines on the back page. Staple or otherwise secure it as a booklet. Return by December 12, 1990.
3. Your responses will be kept confidential.
4. If you have any questions regarding this survey please call Garnet Millar or Lorna Wells at 422-6326.

ERC

Alberta Education Response Centre



BEST COPY AVAILABLE

# SECTION I: General Information

1. Please indicate your school jurisdiction _____

Please answer questions 2-6 by placing a check mark in the space provided.

2. Which of the following best describes your assignment?

____ Full-time special education class
____ Part-time special education class
____ Regular class
____ Central office special education
____ Principal

3. How many years of teaching experience do you have?

____ One year
____ Two to four years
____ Five to nine years
____ Ten to fourteen years
____ Fifteen to nineteen years
____ Twenty or more

4. How many university/college special education courses for credit have you taken?

____ None
____ One or two
____ Three to six
____ Seven or more

5. What special education inservice training have you had in the past year?

____ Offered by School Jurisdiction during Professional Development days
____ Offered by School Jurisdiction outside of Professional Development days
____ Universities or Colleges
____ Other (please specify)

_____

_____

6. What types of professional development and training do you prefer?

____ Teleconference
____ Print Material
____ One Day Workshop
____ Computer-Assisted Instruction
____ Audio-Visual Material
____ Series of Workshops
____ Other (please specify) _____

_____

7. Who should provide special education inservice/workshops for you?

_____

_____

## SECTION II: Specific Information

1. [redacted]

To be more effective with exceptional children, I need assistance in the following areas:

| | | Not Important (1) | Somewhat Important (2) | Very Important (3) | Extremely Important (4) |
|---|---|---|---|---|---|
| a. | Integration of students into the regular program | [ ] | [ ] | [ ] | [ ] |
| b. | Assessment techniques | [ ] | [ ] | [ ] | [ ] |
| c. | Using Individualized Program Plans | [ ] | [ ] | [ ] | [ ] |
| d. | Behavior management techniques | [ ] | [ ] | [ ] | [ ] |
| e. | Special education teaching strategies | [ ] | [ ] | [ ] | [ ] |
| f. | Enrichment ideas | [ ] | [ ] | [ ] | [ ] |
| g. | Reporting of student outcomes | [ ] | [ ] | [ ] | [ ] |
| h. | Communication with parents and other teachers | [ ] | [ ] | [ ] | [ ] |
| i. | Awareness of advocacy and/or community agencies | [ ] | [ ] | [ ] | [ ] |

2. List other specific topics that you would like assistance with in order to deal more effectively with exceptional students, including the gifted and talented.

_____

_____

_____

_____

_____

_____

3. Additional comments.

_____

_____

_____

_____

Thank you for completing this survey. **Please return by December 12, 1990.**

Postage
Stamp
Here

**Education Response Centre**
**6240 - 113 Street**
**Edmonton, Alberta**
**T6H 3L2**

**Attention: Garnet Millar**

---